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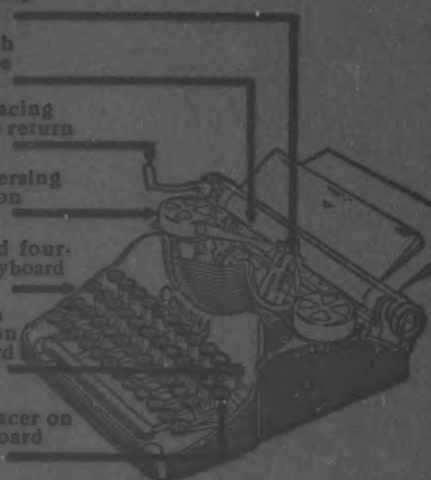
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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

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No. 9

The Unknown Warrior

G. A. McKee, B.A.

Superintendent of Schools, Edmonton
(Address to Edmonton Teachers' Association)

ONCE in a while I read the *Toronto Globe*—particularly the Saturday edition. There are always a couple of columns in this issue devoted to Education. In a recent issue a quotation was made from the *Lindsay Watchman-Warder* which was of much interest to me. It was the leading editorial in the issue of that paper under date of September 3rd and was entitled "The Teacher." It stated that at the conclusion of a banquet given in his honor an American business man who had achieved remarkable success was interviewed by a reporter and asked the following question: "To whom or to what incident or series of experiences do you attribute your success." In reply he stated that if he wished to pay homage to the individual who had meant most in his life, he would travel hundreds of miles across the country and kneel at a grave in a little churchyard cemetery in the village of his birth. There beneath the sod were the remains of a little school teacher who had taught him for four years and had planted a vision and an inspiration that had moulded his whole career.

I wish to liken that grave to the cenotaph of the Unknown Warrior. That little teacher was a private in the great army of teachers throughout the world engaged in the great accumulative effort of the ages to inculcate and perpetuate the highest ideals of living. That little grave is the cenotaph of an unknown warrior of the teaching profession and at that shrine this successful business man pays homage.

A picture of that little teacher formed itself in my mind. Like every teacher she must have had her ups and downs, she must have experienced the irritations of the classroom and its pleasantries; she must have had her hours of encouragement and discouragement with her boys and girls; she must have experienced the appreciation and the lack of appreciation on the part of parents. In a word she carried on under similar conditions to those under which the average teacher carries on from day to day—nothing romantic. She must have had a sensible understanding of life; a fine perspective; a lofty objective; her relationships with her pupils must have been most congenial; she must have understood her Course of Study and must have been skilful in her appreciation as to just how each subject at her disposal might be made to contribute

to the structure of real character in her boys and girls. She must have carried herself with humility, performed her work conscientiously and faithfully, and conducted herself in such an exemplary way in the presence of her pupils that they worshipped her and tried to imitate her. There are thousands of such teachers, who have quietly worked and quietly passed away, perpetuating their own lives in the lives of the boys and girls whom they have influenced.

And what does this hard headed successful business man say this little teacher had done for him? He doesn't say that she rendered him skilful in the manipulation of numbers, nor that she placed him at the head of his class in spelling or geometry or history. I am sure, however, that being such a teacher as she was she did all this. But this hard headed successful business man's tribute is that "she had planted in him a vision and an inspiration that had moulded his whole career." Too many of us busy ourselves groping about in the midst of number work, the spelling, the algebra, the geometry, the history, the preparation of boys and girls for examinations and see nothing more in our task than these accomplishments. Others of us have a wider perspective and see in these various activities of the day's routine, the means of developing in our boys and girls habits of life, attitudes towards life, qualities of character which are abiding. This little Unknown Warrior belonged to this latter class. By using the means at her disposal she had created in this young boy a vision and an inspiration—in all likelihood she did not know it at the time. The things which are seen are temporal, the things which are not seen are eternal.

This editorial reads further. "The school teacher is the one individual in the community who is the greatest asset or the heaviest liability. Regardless of how large the amount may be, every good and efficient teacher is underpaid; it is equally true that every inefficient teacher, no matter how small the salary may be, is woefully overpaid.

There is sitting at this table a teacher who has given twenty-five years of her life to the service of the boys and girls in Edmonton. I will not say that they are the twenty-five best years of her life because they are not. Miss Kate Chegwin is one of the most progressive teachers on the Edmonton Public School staff. The sphere of her influence has widened each year just like the circles widen when you drop a pebble in the pool. I am sure that there are many of Miss Chegwin's pupils who can say of her that she planted in them a vision and an inspiration that has played a most important part in moulding their careers.

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"I saw your name in the A.T.A."

The Battle Rural

FRED. S. WARREN

DURING the past year the teachers of Alberta have secured two notable victories, viz.: the 200 day year, and second, the assurance that a school board may only hire one teacher at a time, or be liable for damages. An Archbishop of Canterbury is reported to have said he was grateful and happy for every penny he had ever received and the teachers of Alberta are grateful and happy to have these seamy edges removed, but Tennyson says, "Though much is taken, much abides." Hence this article.

In February we were informed that the Premier and Cabinet of Alberta were favorably impressed with the teachers' pension scheme. It is too early to ask for anything definite yet, but with a change of premiers, it will be wise for the teachers to adopt the same policy that will wear stone, lest they forget. Just in passing one might inquire why soldiers and police with no educational test get a pension in twenty-one years and teachers should have to pay for forty years to get one? However, even this would be a factor towards stabilizing the work.

The three rural problems that are practically an outrage in Alberta today, are truancy, a rural scale of salary and security of tenure. They are outrageous because they can all be so easily remedied, yet with the Farmers in the seats of the mighty, the boy or girl on the farm is slowly but surely having one hand tied behind his back for life, i.e., he is leaving school four or five grades lower than necessary.

TRUANCY

In actual practice the truancy problem means just this. If a teacher reports children he will be dismissed from the school. The wise teacher understands that "the law is a *hass*," and grants a few days exemption every month or takes the parents' word that Willie is sick, when Willie is just lazy, or kept home to work; and everyone is happy, until Willie finds out in ten years' time that the wages for human mule power are low. The remedy would be to have the monthly report give the total number of days for each pupil's attendance. When the pupil stayed out more than a set number of school days, say thirty, the truancy department would immediately and effectively make the parents aware of their existence. One teacher solved this problem in a very practical manner by charging three eggs a day for not reporting, and had a tubful of eggs on hand all the time. Of course he was only a "permit" teacher.

A SCALE OF SALARIES

The second enormity is the stupid lack of system in adjusting the salaries of rural teachers. In any other business on earth a person expects an increase in returns as knowledge and experience increase. As the farmer clears more land he expects more money. As the merchant enlarges his building and increases his stock, and knowledge of the business and his customers, he gets more money. As the doctors and lawyers practise their profession they get greater returns, but not so the country teacher. As he learns more about his work and takes more courses to improve his standing, he is told that the board can get a cheaper teacher, so that the more inexperienced and incapable a teacher is, the easier it is to get a situation. The dwarfed and stunted education of the farmer's children is the price. A farmer will pay a better price for good seed than smutty seed, a better price for pure-bred stock than scrub, but ye gods, what a howl if an ex-

perienced teacher will add thirty cents more on his year's taxes.

The proposed Blanket Tax represents a statesmanlike effort to grapple with one of the biggest problems in Alberta today. It should be given the whole-hearted support of all who believe in the triumph of education over ignorance, or light over darkness. The weakness of the measure is that we don't know very definitely, just how the money is to be spent. If it remedies this rural salary muddle, it will serve a very useful purpose. It will give the Department of Education officials an opportunity to discipline a school board or teacher, whereas they are helpless at the present time.

SECURITY OF TENURE

The most exasperating thing for the average rural teacher is the question of security of tenure. This is also the chief reason why the boys and girls on the farm will be stuck in the mud, while the boys and girls in the city will get the good jobs. No matter how conscientiously a teacher works, nor how excellent a report he may get, any noisy moron or hysterical female, who believes that her Johnny should have passed last June, can usually influence a balance of power and drive the teacher out. It doesn't matter that the teacher is a public official and loses heavily both in finance and prestige. Very often a mass of lies and petty blackmail is used and the teacher stabbed in the back, for the vanity of some ignorant wise-acre. There is no more reason why a teacher should be compelled to move than a farmer. It would be more reasonable to elect three school teachers to cull out the inefficient farmers, and no more unjust. Between 1913 and 1923 nearly 85 per cent. of the rural teachers dropped out each year. Yet with the Normal Schools flooding the country with graduates, it is difficult to keep teachers in the schools. In London, England, they have sixteen murders a year. In New York and Chicago, they have about one a day. Under British law the judges are appointed, under United States law the judges are elected. We readily see that appointment is by far the best. This also applies to teachers. If this soviet form of government is so good for rural teachers, why not elect three trustees to see who can get the cheapest postmaster, the cheapest section boss, the cheapest station agent, the cheapest railway engineer, the cheapest doctor, etc.?

The best remedy for this situation would be for the Department of Education to appoint teachers. If this is too radical a change then take the old corpse in the School Ordinance, called the Conciliation Board, and make it live and move and have being. If some irate parent is spitting vitriol because little Jacob and Rachel are at the bottom of their class, let them deposit twenty-five dollars to hold an investigation before destroying that teacher's work, and repeating this nonsense two or three times a year. Until this is remedied the boys and girls on the farms of Alberta will have a very heavy and useless burden to carry through life.

CALGARY NORMAL LOCAL FORMED

An A.T.A. Local was organized in the Normal School, Calgary, on January 19th, when J. W. Barnett, Secretary of the Alberta Teachers' Alliance, addressed the student body. Officers were elected and arrangements made for soliciting membership among the students for the Alliance, a special rate for provisional membership being offered. The prospects are that a majority of the students will become members.

Officers of the Calgary Normal Alliance Local are: President, Miss G. Boyle; Vice-President, C. Weekes; Secretary-treasurer, D. McFadyen.

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"I saw your name in the A.T.A."

School Fairs in Alberta

By S. C. HECKBERT

SCHOOL Fair work has been carried on in Alberta over a considerable period of time with splendid success. There are some difficulties experienced from time to time and these difficulties are in most cases traceable to the fact that a great number of our public school teachers are not familiar with the aims and objects of the school fair organization. The turnover of teaching staffs of our rural schools is accountable, too, for some of the lack of interest shown in these fairs by the pupils, owing to the fact that many teachers have only a few weeks with their pupils before the exhibition of the school fair work takes place.

It is desired here, to set out some of the high lights in school fair organization and management in order that teachers may have an understanding of just what the school fair may do for his or her pupils. Realizing the possible advantages to the pupils, it may be that teachers will be in a position to help those responsible for the management of our school fairs.

The objects of the school fair are:

1. To stimulate in the children an interest in the activities of the farm and home.
2. To increase their knowledge of the principles and practice of farming and homemaking.
3. To encourage the teaching of agriculture and home economics in rural schools.
4. To increase the interest of the parents in the work of the school.
5. To raise the standard of work done by the pupils in all departments of the school.

School fairs are conducted on a co-operative basis by certain governmental agencies and by local committees. Those who are concerned with school fairs on behalf of the government are the Provincial Schools of Agriculture at Vermilion, Olds and Claresholm; the Agricultural Representatives, School Inspectors and the Department of Education; while the committees of local people are usually composed of a representative of each school participating in the fair. These men or women as the case may be elect their own officers in the persons of a President, a Vice-President and a Secretary-Treasurer, and each school represented is entitled to a director on this committee.

The Department of Agriculture at Edmonton furnishes free to the children of schools participating in a school fair, seeds for planting in the spring. These seeds should be planted by the children and the gardens should be cared for during the summer. Then in the autumn when the school fair exhibit is held, the children bring their produce to their fair and it is placed in competition with the exhibits of the other children from the various schools in the fair organization. In addition to the exhibits of garden produce there are classes in livestock, sewing, cooking and school work. Judges, furnished by the government at no cost to the school fair organization, journey from place to place and award the prizes on the merit of the exhibits.

In addition to allowing for competition of the actual work of the children the school fair lends itself admirably for the gathering of the children, their parents and friends for the purpose of having an outing. The judges of these fairs are at all times willing to assist in any way possible and in most cases each judge reviews the work of the department over which he or she has jurisdiction and advises the exhibitors just

what constitutes good exhibition stock, what does not meet their approval, how to bring their products to a greater standard of efficiency or merit and those things which should be avoided if the best in its class is to be produced. The discussion of some topic of unusual interest may also be carried on by a speaker either from the community or from outside. Merriment has its place at the school fair and none of the districts which know the value of this institution to its people both young and old, would willingly give up their school fair.

The teacher in the rural school is one of the most important factors in the success of the school fair. Most children love competition with their fellows, most parents are willing that their children should meet fair competition and most school boards are more than willing to meet the small but necessary outlay for the proper carrying on of the fair organization. It is therefore very largely with the teachers that the success of the fair rests and a special appeal is made to teachers to aid the children in all possible ways in order that the school fair may fulfill its whole duty to the children and to the community at large.

To those teachers who move on from place to place in order that they may better their salary or their living conditions we say "leave your pupils with all the instruction it is possible for you to give, in order that your successor, even though he or she arrives just in time to commence the fall studies, may have a ground work on which to build further instruction and assistance." To the teachers who remain in one place so that their efforts may bear all the fruit possible, we convey this message: "Keep the work of the school fair, with its clean, helpful competition before your pupils, so that they may have the opportunity of going from their school days into the greater fight of livelihood, equipped for competition of the gravest nature—that of pitting their strength against that of competitors in all walks of life but more especially against trained men and women who, by virtue of their training, are just that much better equipped than are those who unfortunately lack much to be desired training.

For full information regarding the teachers' opportunity to help with regard to school fairs write to your nearest governmental agency and your letter will be placed in the proper hands for immediate reply.

Local News

CASTOR

The third meeting of the Castor local branch of the A.T.A. was held January 9th in the High School with full attendance recorded. The special feature of this meeting was an interesting description, given by Mr. Peterson, our president, of his sojourns in Africa and India.

Our next meeting will be February 27th in the High School at 3 p.m.

(Signed) WINNIFRED FAGAN,
Sec.-Treas. and Press Correspondent.

WASKATENEAU

The regular meeting of the Waskateneau Local of the A.T.A. took place on Saturday, January 9th.

We regret to say that it was not as well attended as it might have been.

The discussion on Grades V, VI, VII and VIII composition, led by Mr. C. D. Denney, proved to be a real success.

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WASKATENAU

At our regular meeting of the Waskatenau Local Branch of the Alberta Teachers Alliance, on Saturday, December 12th, was passed a resolution:

"Whereas we believe the regulation requiring 75 per cent. of full attendance by all pupils between the ages of 7 and 15 years to be too lenient, there being provision made for excusing deserving cases for absence,

"Resolved, that the percentage for full attendance should be raised to 85 per cent."

CAMROSE NORMAL

A report of the meeting Monday, January 18th

A mass meeting of over three hundred Normal students was held here for the purpose of forming an Alberta Teachers Alliance Local. The meeting was conducted by Mr. J. W. Barnett, general secretary-treasurer of the A.T.A. who gave a splendid address on the work of the A.T.A. throughout the Province. In the course of his address he cited a number of examples in which this organization had proved of great value to various members.

Mr. Barnett went further to point out the benefit this society had been to all teachers in fixing the minimum wage at eight hundred and forty dollars per school year. He also stated that greater steps would be taken by the Alliance in the near future to make the position of the teacher a more desirable one than heretofore.

In concluding he appealed to the students to join the Alliance 100 per cent. strong and thus make the Normal local a real success. The students, thus appealed to, elected the following temporary officials:

Mr. H. Turner, President,
Miss N. Holongren, Vice-President.
Miss B. Bell, Secretary-Treasurer.

This executive will carry on the early organization work and as soon as a sufficient number of students have joined a permanent executive will be elected to carry on the work for the remainder of the term.

CROWS' NEST LOCAL

A very well attended meeting of the Crows' Nest Local was held in the Hillcrest School on Saturday, January 23rd. President Conway delivered an address on the local situation, which met with an enthusiastic reception from the teachers present. The General Secretary-Treasurer of the Alliance was present and delivered an address also, not only on the local situation but on the conditions prevailing throughout the Province and the bearing of the Blairmore situation on the Province as a whole.

A long discussion took place with regard to the present prescribed form of agreement, which was amended some years ago in a manner altogether unexpected by the teachers of the Province. A resolution was framed requesting that every possible pressure be brought to bear on the Department of Education to amend the present prescribed form of agreement so as to provide for a longer period of notice of the Board meeting considering termination of agreement, representation of the teacher at this meeting and for the right of discussing with the Board the reasons for terminating the agreement.

The meeting also expressed strong resentment at there being no Board of Conciliation which could function in settling differences between teachers and boards. The contract resolution, Board of Conciliation question and the amendments to the Provincial Constitution which are being submitted to the electoral vote, were all referred back to the different sub-locals for discussion, previous to their being finally disposed of by the district local.

FORT SASKATCHEWAN LOCAL

An organization meeting of the above local was held in the town school Saturday, January 23rd, with Messrs. Markle, Poole, Robison and Powell present. Mr. Powell was elected President, Mr. Robison Vice-President.

After recalling the untimely decease of a former local, the meeting felt that the chief need was a carefully outlined programme prepared in advance for the season. Every effort will be made to secure this.

The first regular meeting is set for February 6th, subsequent meetings on first Saturday of each month.

A. J. POWELL.

CAN MEMBERS SUE THROUGH THE A.T.A.?

The following letter has been received from the solicitors of the National Union of Teachers, London, England, in reply to ours asking with regard to objections made by the opposing side in law suits when the N.U.T. acts in behalf of its members. The letter is significant in view of the objections registered against the A.T.A. acting in like manner in Alberta.—[EDITOR.]

NATIONAL UNION OF TEACHERS
HAMILTON HOUSE,
MARLBEDON PLACE,
London, W.C.1, 30th Dec., 1925.

Dear Sir,

I am in receipt of your letter of the 2nd instant enclosing extracts from your September issue of the A.T.A. Magazine.

The reference you require is to the case of Gould v. Flecker tried before Mr. Justice Channell and a Special Jury at the Leeds Assizes on the 13th of March, 1908. On the defendant taking objection to costs being awarded against him, on the ground that the plaintiff was being supported by the Union, Mr. Justice Channell used the following words:

"With reference to the question about the Society, it is an advantage no doubt to the plaintiff, and a good many people belong to societies of this sort, and it may be that if she had not belonged to the society she might not have had money of her own to bring the action, but that really does not go to the merits of the action at all. If the action was justifiable (and the jury seem to have thought it was and I do not at all differ) she is entitled to her costs according to the ordinary rule."

There has never been any departure from this practice in our experience. I think I might also refer you to the case of Adams vs. London Improved Motor Coach Builders (1921), 1 K.B., 495, in which it is held by the Court of Appeal confirming the decision of the court below, that a plaintiff who is a member of a trade union and on whose behalf a solicitor has been instructed by the union, and whose costs were payable out of the trade union's funds, was entitled to recover costs against the defendants on obtaining judgment, there being no agreement by the solicitor not to hold the plaintiff liable for costs. This may therefore be taken as settled law in this country and I hope this information may be of service to you.

With the season's compliments,

Sincerely yours,

E. G. FLOYD,

Solicitor to the N.U.T.

J. W. Barnett, Esq.,
Alberta Teachers' Alliance Inc."

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Imperial Educational Conference, Paris, 1926

A NNOUNCEMENT has been received from Mrs. E. M. Ord Marshall, C.B.E., honorary secretary of the League of the Empire, that the Triennial Imperial Educational Conference, under the auspices of the League of the Empire, is to be held in Paris in July, 1926.

The first of these conferences was held in London, England, in 1912, and it was planned that subsequent conferences should be held triennially at different parts throughout the Empire. The Great War, however, interfered with this programme, and the second conference was not held until 1921. This conference took place by invitation of the government of the Province of Ontario in Toronto, August, 1921. The third conference was held in London in 1924 at the University of London. The fourth conference would naturally fall in 1927, but in order to avoid a possible conflict with the World Federation of Educational Associations, which may be held in Toronto in 1927 the Council of the League of the Empire have decided to hold the fourth conference in 1926.

The announcement from Mrs. Ord Marshall states that this fourth conference will be held in Paris, July 24th to 27th, the great objective of the conference being "to come into touch with the French nation and to learn something of their genius and achievements." The local committee in Paris, under the leadership of Marshal Foch, is co-operating with the League of the Empire in the preparation of the programme. Further announcements as to the outline of the programme will be made later; but in the meantime this preliminary statement indicates something of the nature of the conference.

On Saturday, July 24th, the opening conference will be held at the Sorbonne and in the evening a reception will be tendered by the *Bienvenue française*. On Monday there will be a visit to the Palace of Versailles and luncheon will be served in the palace to the members of the conference. In the evening there will be a reception in one of the private palaces of Paris. Tuesday will include a visit to the Louvre and receptions by the Minister of Education and University of Paris. Some of the most noted men of France will be speakers at the conference, and the programme will include papers and addresses by representatives of all parts of the Empire.

"LEAGUE OF THE EMPIRE"

Associated with The Imperial Union of Teachers
124, Belgrave Road
Westminster, London, S.W. 1

December 7th, 1925.

DEAR SIR:

The next of the Triennial Conferences on Imperial Education convened by the League of the Empire falls due in 1927. It has, however, been represented to us that this date will not be generally convenient, and it has been proposed that the conference be postponed until 1928, and an interim meeting held next summer, i.e., July, 1926. It has further been suggested that in holding an extraordinary conference we might depart from the usual practice and hold it outside the British Empire. I am pleased to tell you that such proposal has been warmly welcomed in Paris, where intellectual co-operation is at the present time most cordially invited.

A committee appointed by the French Government to further such meetings has given the League its co-operation and has undertaken to make all necessary arrangements. The meeting of 1926 will therefore take place in Paris from the 24th to the 27th of July, inclusive, and the aim of this special conference will be to come into touch with representative men and women in France, and learn more directly something of the genius and aims of this great people. The society co-operating with the League is the *Bienvenue française*, whose patron is the President of the French Republic, and whose President is Mon. le Marechal Foch. On their Honorary Committee are M. Poincare and other members of the government.

A valuable and delightful programme has been offered, of which the enclosed is a draft.

I am to ask if you will do ourselves and the *Bienvenue française*, acting with us, the honour of appointing delegates to this interim conference, and if so, if you will be good enough to send us the names of any who are able to take part. Arrangements will be made with the hotels in Paris for the four days' accommodation at the most reasonable charge. Particulars of such arrangements will be forwarded to the delegates at an early date.

I am, Sir,
Yours faithfully,
EVA ORD MARSHALL,
Hon. Secretary.

The Alberta Teachers' Alliance,
John W. Barnett, Esq.,
University Avenue, Edmonton,
Canada."

DRAFT PROGRAMME OF THE INTERIM CONFERENCE TO BE HELD IN PARIS FROM JULY 24TH TO 27TH (INCLUSIVE), 1926

Saturday morning, July 24th—A welcome to the delegates and the opening conference at the Sorbonne.

Saturday afternoon—Visits in Paris.

Saturday evening—A reception by the *Bienvenue française*, President Mon. le Marechal Foch.

Sunday morning, July 25th—A welcome to the different churches in Paris. At 12 o'clock a visit to the Unknown Soldier's grave, when wreaths from the different countries of the British Empire will be laid on it.

Sunday afternoon—A reception to be arranged.

Sunday evening—A visit to the opera house.

Monday morning and afternoon—A visit to Versailles, luncheon will be served to members of the conference in the palace.

Monday evening—A reception in one of the private palaces of Paris.

Tuesday morning, July 27th—A visit to the *Cite Universitaire* (new University Quarter), the Louvre, and other places with special guides.

Tuesday afternoon—A reception by the Minister of Education and a second meeting of the conference.

Tuesday evening—Reception at the Paris University.

Among those speaking at the different gatherings will be M. Painleve, M. Vedor (*Academie des Beaux-arts*), M. Paul Layon and other distinguished men.

All correspondence and applications for membership of this interim conference should be addressed to the Hon. Secretary, League of the Empire, 124, Belgrave Road, London, S.W.1.

Literature

J. R. SHEARER, Foremost

ITS AIMS AND METHODS

A TEACHER should know, first, what literature is. If taken in its narrow sense it is too much restricted to carry out the aims of literary study. If taken in its broader sense it is quite beyond the powers of public school grades. The term literature should be applied to nothing that is merely temporal in its appeal, nor to anything that is harmful or to anything that is technical. But all that knowledge, inspiration and imagination have given us, that is universal in its appeal, permanent in its interest, tested by time and tried by the experience of humanity, deserves the name of literature.

IMPORTANCE OF THE STUDY OF LITERATURE

Whether a school lays stress on science, mathematics, languages or anything else, it cannot attempt to plan a course of study without literature, for its supreme importance is unquestioned. To present reasons why it should be studied is like gilding refined gold or painting the lily or perfuming the violet. The very definition expresses it as the *best* utterances of the human mind. The study of literature gives more genuine pleasure than any other study and is so wide and adaptable in its scope that it fits the requirements of every student be he man or child. If a person does not like fiction, there is history no less thrilling, with the saving grace of truth. If a person does not like history there is biography. And then there is poetry which is literature in its highest form. There are also essays, dramas,—in short, wide as are the variations in human taste, wider still are the variations in literature.

PURPOSE OF TEACHING LITERATURE

Having looked at the importance of literary study, let us examine the purpose of teaching literature. The question is asked at the outset, literature being what it is why should it be necessary to teach it.

There is a *general purpose* in teaching literature and there are also special aims. The general purpose is to appeal to the developing sensibilities of children so as to lead to eager and appreciative reading of books of as high a class as possible, keeping in view always the future development of the child's character and the formation of the habit of selecting good books for companionship in hours of leisure.

The special aims in the teaching of literature are:

(1) To cultivate high ideals of life and conduct through literature of power.

(2) To stimulate the imaginative and emotional faculties commensurate with the development of the reasoning faculties in other school work. Let us remember that to turn a pupil out of school at the age of fourteen with only his reasoning faculties developed while his imaginative and emotional powers remain dormant, is to turn out a one-sided pupil, or, worse still, it is to turn out a pupil with his imaginative and emotional faculties vitiated.

(3) To broaden the mental experience by supplying a sympathetic acquaintance with scenes in various geographical sections and with historical periods of the world. This is a very practical aim for it provides an apprehensive centre about which fresh facts will accumulate with ripener and enlarged experience and also provides a broader outlook upon life by bringing the pupil into contact with persons acting in accordance with new conditions or conditions with which the pupil has not yet become familiar.

(4) To give the pupil an early and first hand acquaintance with the simpler writings of high class writers so that he may later pass naturally and without great effort to more complex writing.

The special attention of public school teachers is called to this aim in teaching literature. The grade teacher is asked to always bear in mind that if this aim is not carried out, the pupil goes into the high school unfit to study the more complex literature, or else he goes out into the world without the desire or ability to read the best literature.

(5) To fix in memory a suitable body of poetry and prose which shall serve the student as a source of pleasure, a criterion of the value of other writings and a stimulus to further reading.

What Bolenius says about the ideals to be sought in teaching literature may be quoted here:

"With teachers rests the responsibility of making boys and girls enjoy wholesome reading. To this end the book must suit the reader's needs. It must open up new fields of interest. It must stimulate thought. It must stir ambition. It must inculcate worthwhile views of life. It must give accurate information. It must serve as a pattern in testing literature and in producing literature."

In addition she says:

"To teach the classics so that pupils will like them is no simple task. Teachers need literary appreciation themselves, a sense of historical accuracy, biographical insight, inspirational power, big heart and big mind, an impelling voice, and an idealism that is never discouraged."

By no means least of the reasons for studying literature is the inspirational power contained in it. It is impossible to overestimate the good it has done in this way. Literature presents, both in history and fiction, men who have achieved, it divulges the motives that have inspired the great men of the earth and reveals the forces that have driven men over obstacles. In a word it is the granary, in which is stored food for tomorrow's thought. It is the armory in which is hung the weapons for tomorrow's conflicts. It is the mine in which lie treasures for tomorrow's enrichment.

METHODS OF TEACHING LITERATURE

Time does not permit me going into details on the teaching of literature. A few general suggestions is all I can attempt. The first observation is that teaching literature is not reading it, even if one does get all that it contains by reading. If a selection of literature does not reveal some hidden beauty with each reading, the reading is vain. But a piece of literature may be studied so long and so closely that it supplants pleasure with boredom. This danger is greater with poetry than with prose and the danger cannot be overestimated. Many a child in the fifth or sixth grade has had his taste for poetry killed,—deadened for all time by over-teaching. Take for example the "Revenge," suggested for study in the sixth grade.

Remembering that this is about the hero-worshipping age, and that most children approach the study of this poem with eager anticipation, it is no less than tragic that he closes his book after the last lesson saying, "Well, I hope I'll never hear that old poem again."

His taste for poetry is gone, his taste even for information, and henceforward literature will be to him a nightmare.

How has this been accomplished. He has been compelled to study the poem for rhyme and rhythm, to trace every unusual word to its source, to consult history to verify the fact of the antagonism between

England and Spain, to find out whether the poet is right in his facts of geography, to remember the meaning of every allusion. So interest has been lost in a profusion of technicalities. It is far more important that the love of poetry be fostered than that the pupil be instructed in the intricacies of rhyme and rhythm.

How then, shall the teacher be guided. The general principle and the safe one is, stop short of the point where pleasure ceases. This is quite possible in most poems and other poems should be avoided. But there is scarcely any poem that cannot by special study by the teacher be made interesting.

In every poem pupils will enjoy such things as picking out such words as they do not use in every day speech and filling in with a substitute. Comparing different poems to see if the music is the same in each.

Sometimes they may profitably rewrite portions of the poem in their own words.

And they will certainly enjoy finding places in the poem where the harmony or rhythm suits the idea or imitates the thought.

Take the poem, for example, "How They Brought the Good News." Ask the pupils to note the theme of the piece. They will say, of course, that it about horses. Then ask them if they have noted the rhythm of the beating hoofs of a galloping horse. Beat a tattoo on the desk to represent this rhythm. Then have a line or two of the poem read in such a way as to bring out the rhythm clearly. The information will soon be forthcoming that the rhythm represents the sound of a galloping horse. If you know any other poem such as Dundee, you may quote a line or two for the same purpose. And then a personal reminiscence for example, that the tune Dundee is always played by a band when cavalry horses are galloping in fancy marches, may add to the interest. In this way the pupils will have had a lesson in imitative harmony which they are not likely to forget, and I venture to suggest that this figure of speech will add new beauty to their poems in the future.

This general principle, that the teacher should stop short of the point where interest is likely to cease, is, perhaps, peculiar to literature. It does not apply to arithmetic, grammar or writing, where the aim is to cultivate discipline or impart skill, whether the process is agreeable or not. But the chief end of literature cannot be reached unless interest is maintained. An appeal may be made along the line of their practical value in other subjects, either present or remote, while such an appeal must be intrinsic in literature study. If this increases the difficulty for the teacher, the difficulty is lessened by the scope of the subject matter and the variety of methods that may be employed.

THE STIMULATION OF INTEREST

Interest may be stimulated by bringing what is read into relation with actual things, and making the pupil *visualize* the scenes, situations and characters. Every teacher knows that reading is not enough for this purpose. A child may understand every word and sentence, and yet, somehow, fail to grasp the thought contained. The teacher must change the feebly apprehended ideas of the printed page into vividly realized conceptions similar to those that are produced by the pupil's own experience. This is the psychological principle of apperception without which all teaching is futile, and the methods suggested or applicable to this principle of apperception must be adopted. We still have too much of the old form of assignment which bids the pupil read the next chapter or the next hundred lines. This method deserves the failure that ensues. The assignment of a lesson in literature must be accom-

panied by the same planning of work beforehand as any other subject. Young readers of literature must be taught what they are to look for, must even be started on the right road before they can progress very far. It is the undirected search that results in failure and eventually the abandonment of the pursuit in despair.

In preparation for his work the teacher is wise to broaden his own knowledge of the selection in hand, and even if the newly acquired information on his own part is too far beyond the range of the students, this knowledge will so freshen his own interest and animation that it will react on the class. It cannot help it. Literature cannot be taught without enthusiasm. It is possible to teach a class that the three angles of a triangle are together equal to two right angles without any thrill but it is not possible to teach literature successfully without enthusiasm.

In my opinion, the teacher of literature, even in the fifth, sixth and seventh grades, and certainly in the eighth grade, should not hesitate to point out the literary qualities of a selection as occasion arises, provided it is within the pupils comprehension. For example, suitable rhythm, already referred to, beautiful and suggestive imagery, the effectiveness of this or that passage. The pupil should be informed that this or that quality exists in the passage, and it should be pointed out, for, let it be remembered that the teacher should be able to perceive much that a child cannot perceive for himself. This does not mean, let me repeat, that technical terms should be used, or even that the figure of speech should be mentioned unless indeed it be such words as are easily understood, such as simile and personification. How many teachers have ever been able to get grade pupils to understand metaphor. My experience is that it is a waste of time to try.

THE STIMULATION OF THE IMAGINATIVE AND EMOTIONAL FACULTIES

A few remarks about this are not out of place here. This is mainly dependent upon the inducement of the pupil to identify himself in thought with the writer and with his characters, if the selection is a narrative. He must be led to see and feel as the writer, or to hope and fear, triumph or despair, rejoice or feel sad as do the characters in the story.

This calls into requisition the interpretative powers of the teacher, for the work will fail otherwise.

Three suggestions are made along this line. The pupil may be asked to visualize the scene orally. He may be required to interpret the scene in terms of his own experience along similar lines. Or he may take part in a dramatization of the scene. This will certainly help to stimulate his imaginative and emotional faculties.

In this stimulation of the imaginative and emotional faculties lies the chief power of literature. If people read and forget there would be little value in reading. But in the reading the pupil puts himself or herself in imagination and feeling with the characters and the author. Thus lessons of bravery, kindness and loyalty, devotion and honor are unconsciously absorbed.

The major difficulty with our schools, says Doctor Suzzallo in his "Introduction to Dewey's Interest and Effort," is that they have not adequately enlisted the interests and energies of children in school work. Good teaching, the teaching of the future, will make school life vital to youth.

And Bolenius adds, "It is just this that must be done with every classic studied,—it must be made vital to youth. This can be done in three ways,—(1) By clearing the atmosphere of unknown words, obsolete terms, strange geographical names; (2) By furnishing the

necessary background of knowledge for understanding the details of the story; (3) By dwelling on events, scenes, and characters as if they were real happenings, places and people."

THE DEVELOPMENT OF APPRECIATION

Matthew Arnold said something about storing the mind with touchstones of literature, whereby other choice lines may be detected. This development of appreciation, this feeling for the beautiful, the strong, the melodious, the inevitable, or the purely pathetic in literature, must be encouraged by all possible means.

The development of appreciation is a step beyond mere understanding. It presupposes on the part of the teacher a sensitiveness to such matters as figures of speech, arrangement of words, use of allusions, and graceful forms of expression.

Preparing the way for appreciation involves, on the part of the teacher, an explanation of the historical background, some personal remarks about the author, anecdotes, if possible, concerning him, a keen analysis of the deeper truths to be searched for in the piece, and sensitiveness to fine lines. Many pieces offer splendid opportunities to character-revealing words and incidents, others again have items that might escape the observation of the immature mind of the child. If the teacher does not give the clue, appreciation will not be evident. Intense appreciation can be stirred in a responsive class if a teacher leads the way. He must, of course, not take the pupils beyond their depth, remembering that many things that appeal to the teacher are entirely beyond the grasp of the pupil.

The American orator who said, "Let us develop the brain, civilize the heart, and give wings to the imagination," suggests the method that should be followed by the modern teacher of literature. If we try to touch in a definite way the brain, heart and imagination of the child, he will appreciate literature far more.

APPRECIATION THROUGH DISCUSSION

Since it is a well-known fact that people appreciate what they discover for themselves, the teacher can develop literary appreciation by wise discussion. We, as teachers, must first of all know our subject so thoroughly that we can concentrate upon the needs of the pupils in the class rather than on the subject or text. In addition to that the teacher should know more than the mere subject matter. He must know the times and occasion that produced it, and what is particularly fine in the ideas, and then, by judicious questioning, help the pupils discover facts, incidents, traits of characters and literary qualities for themselves.

APPRECIATION THROUGH VISUALIZATION

This brings us to one of the most effective methods of securing interest and developing appreciation in literature. Pictures are always of interest to the child. Wherever possible, pictures illustrative of scenes, characters or incidents in the selection should be secured and exhibited. It is even interesting to draw diagrams on the board to illustrate things such as positions and trails. In the teaching of "The Lady of the Lake," for example, it is not hard for any teacher to draw a diagram of the lochs and mountains. In such a poem as *Enoch Arden* a diagram may be drawn of the location of the village by the sea, the cliffs, the houses, mill and meadow at the top. Thus interest is secured and appreciation developed by visualization.

APPRECIATION THROUGH VITALIZATION

This is another thing that should be mentioned along this line, vitalization; that is, making the selection real, making the characters live, should at all times, and in the best way possible, be the aim of the teacher.

Vitalization is secured best, perhaps, by dramatization. By all means and in all grades dramatize where possible. Do not confine this method to dramas alone, but remember that many other forms of literature lend themselves to dramatization. Even in dialogue let different pupils impersonate different characters of the story. I know no method that vitalizes a story better than this. By analogy, by connotation, by impersonation, by all the devices of apperception, *vitalize*. Dwell on events, scenes, characters, as if they were real happenings, places and people.

SOME PRACTICAL EXERCISES IN TEACHING POETRY

Do all you can to quicken the poetry sense of pupils. Poems may be copied from books, thus emphasizing length of line and capitalization. The class may collect different types of poetry and group them according to foot and meter. Exercises in blank verse may be introduced by copying on the blackboard in ordinary prose paragraph style a dozen lines of blank verse. The class will then change the prose version into blank verse by measuring off five feet for each line. A comparison with the original is interesting.

Amusing exercises may be made by changing several of the rhyming words in writing a poem on the board. Pupils will have a great deal of fun in finding the proper words to rhyme. A comparison of the two with one another will help pupils appreciate the beauty that associates itself with rhyme.

An interesting game may be planned in the intermediate grades by cutting up a poem into its separate lines and pasting each on a slip of paper. Give a pupil the lines that belong together in a stanza and let him fit them in place as he thinks the poet wrote them.

READING POETRY ALOUD

Concerning the reading of poetry, Bolenius says that a poem is meant to be read aloud. This is the only way in which the full beauty of the rhythm can impress pupils. Teachers should cultivate a pleasing voice and an insight that will lead them to bring out what is in a poem. They should not rant, nor should they read in a sing-song manner.

In talking about literature, quote as illustration bits of poems and paragraphs. Give simply to make the listeners enjoy them and want more. Always stop before the class is tired. If attention wanders it is your cue to look to yourself, for there is something wrong either in your method of discussion or in your manner of reading.

The first reading of a poem should be of such a nature that it brings out sympathetically its beauty and power. All that should be attempted at first is to arouse a feeling for poetry as harmony, a liking for its emotional stir, and a grasp of its unusual ways of saying things. Do not attempt to explain. Many a good selection has been done to death by inopportune explanation or forced interpretation. Read so that the listeners enjoy the sound of your voice, bring out the meaning of the poem by inflection and intonation, and be satisfied if the class wants more. Professor Corson was right when he held that only through the human voice can the spiritual truth of poetry be communicated to others.

So teachers of English should be on intimate terms with the selections they are expected to teach. They ought to have a clear idea of the action of the piece and mental pictures of the scenes and characters. They should be familiar with the fine lines, should be able to quote what is worth while, and should appreciate the diction, wealth of allusion, and various literary qualities that combine to produce style. These things come through careful study of a masterpiece.

After reading the poem to secure the general drift of the whole, the pupils should be interrogated to find what the first sentence or stanza contributes to the general theme, and so on. The first answer accepted will likely have to be modified by the light thrown upon it by answers to subsequent questions. Some fairly true general conception having been arrived at, the more detailed investigation of the force of each word, phrase or image should follow. Finally the special beauties, the significance, the truth of the poem should be pointed out, and the piece read aloud as effectively as possible again by teacher or pupil. Remember always that the detailed work ought NOT to overwhelm the truly important matters, such as the real appreciation of literature, the understanding and feeling for the whole. The temptation is to spend the time on this less profitable but easier work of detailed annotation. But this is not the way to teach literature or to instill a taste for reading it.

Now, as Professor W. J. Alexander points out, it is impossible to exemplify on paper the actual method. Actual teaching is in a large measure determined by circumstances and conditions which are never twice the same. A large part of the teacher's skill lies in his knowledge of his pupils, the sympathetic perception of conditions, and in his power of adapting himself to them on the spur of the moment. The teacher should have the definite aims in view, already outlined, and a general conception of the proper method to follow, but these will always be modified by the character of the pupils before him, the answers given, and the manifestation of interest and the comprehension of the points brought forward. One point, however, should be borne in mind, and that is that the teacher should never reject an answer wholly because it is only partially correct. Nothing destroys a pupil's interest in literature, as in anything else, more than a rebuke. Most answers, except possibly those that are the result of carelessness or inattention, contain some germ of truth, upon which the skilled teacher will seize, and by skilful questioning eliminate the superfluous and erroneous.

I cannot do better, in conclusion, than quote a great authority on the privilege of the teacher in teaching literature:

"Our business as teachers is to make boys and girls like better friends in books. 'Will you go and gossip with your housemaid or your stable boy,' asks Ruskin pertinently, 'when you may talk to kings and queens.' This raising of the taste of young people can be done in two ways, First, by refining their own natures and, second by opening their eyes to the attractive features of books that seem to be beyond them. A dry classic after days of study, often becomes so illuminated that students leave it with regret, as if the scales had fallen from their eyes."

Do we sometimes forget that a book or poem is hackneyed to the teacher but new to the child. What a privilege it ought to be to teach a great piece of art again and again, each time with broader appeal and stronger effectiveness. Think of the avenues of approach that can be devised to meet the changing capacities of the classes. Think of the fund of information that a teacher can gather about a single masterpiece, as he teaches it again and again. How many teachers confine themselves to the condensed notes of the single school edition and ignore the vast field into which each year they could go for refreshment of their own understanding of the classic, and for fuller apprehension of its worth. There is no joy for the teacher of literature greater than leading a class to like big, fine things in reading. This does not come suddenly. In most cases it is the result of patient growth and supervision. If we

can get our boys and girls to feel as Keats did upon reading Chapman's "Homer," we have accomplished a great thing,—

"Then felt I like some watcher of the skies
When a new planet sweeps into his ken."

What is the Matter with the Teaching Profession?

"Lomond, Alberta,
December 8th, 1925.

The Editor,
A.T.A. Magazine,
Edmonton.

Dear Sir:

The school is closed here for a few days. There is nothing of particular interest to occupy one's attention, so I have tried to express briefly in words my ideas upon modern education combined with those responsible for its content and enforcement.

I am encouraged to do so on account of the apparently favorable reception given these views by all to whom I have presented them. They have professed enlightenment on a subject they never fully understood. Besides, most teachers with whom I have come in contact possess but a hazy perception of the origin of education and thus have no conscious knowledge upon which to base an argument.

It would appear, moreover, the time is ripe for the Alliance to take hold of this subject seriously and thus perform its most important function. For one cannot separate teachers from education any more than from their other material interests. It is also generally recognized today that unionism has two specific functions to perform, attack and defence; the latter protecting its members from an oppressive system, the former boldly attacking the system which is the source of oppression. The main reason why craft co-operation has recently failed to function is because defence has been over-emphasized to the neglect of its complement. The two are interdependent. One cannot successfully develop without the other. Being shut up in strong fortifications with restricted liberty of action can only afford a fantastic security and even that for a relatively short period of time. At some time or other the ramparts will be broken down. The farmers' movement affords a recent illustration of this theory.

Not only the membership but also the public must be informed along these lines because a group cannot long exist without the support of its class. And in this connection the teacher body should have an advantage in that their combined intellect possesses a greater capacity for understanding and a greater capability for making their point of view clear and intelligible than any other group intelligence. That is, provided its members are willing to devote some time and energy to the work.

Yours very truly,
W. A. CAMERON

* * * *

WHAT is wrong? Connected with various objects, this question forms the essence of the great topic of the day. Columns of newspaper and magazine space are devoted to a serious discussion of the matter, seemingly to no purpose. In relation to Education the question takes the form, "What is the matter with the Teaching Profession?" Something apparently is wrong, when even the staid heads of our highest institutions of learning emerge from their traditional

quiescence for a time to prove that their garments are spotless and that the onus, if such there be, must be attributed to the teacher and the college student. It is the old story of Adam and Eve.

To the accused their arguments are not convincing. For what is the teaching profession but the sum total of teachers doing a concrete work in accordance with a definite specification which demands rigid enforcement of its rules. These teachers are now better equipped and trained for their work than at any former historic period. Their efforts should bring better results. So the fact that the cultural and moral effects emanating from their teaching do not fulfil expectations, does not necessarily reflect upon the teacher. It may indicate that the content of the educational systems, arranged by those in authority, fails to meet and solve the immediate pressing requirements of society.

The Moguls of Education will not admit this. They consider it an unprovoked and unwarranted attack upon their dignity and authority. They think society is like a proposition in geometry: something static, something unchangeable, something which states a thing to be true and then immediately proves theoretically that it is true and so must be true for all time. A must always remain A. By the same process of reasoning a certain form of education must always be good, because it was once good. If anything happens to the contrary, because Education is good some of its connections must be wrong; therefore the onus must rest upon teacher and student. So great is the power of faith in authority that the common herd accept this ultimatum as final.

From the teacher's point of view the position is far from satisfactory, but his position can be justified only by demonstrating that such a conclusion is erroneous. Whether through modesty or negligence the teacher body, to their own detriment, has failed to do this. They certainly have pointed out certain inconsistencies and contradictions which cannot be eliminated because inherent in the system. But a barrier seems to block the path to anything more than superficial discussions. Mere scratching will get nowhere; deeper investigation is necessary. The purpose and nature of Education must be understood.

The first step in understanding is the knowledge that Education like all other things, does not possess a separate independent entity in itself, but is known and exists only in its relation to other objects. Without this connection it would have no meaning whatever. Education is related to the individual, to society. It is a part, an attribute of society and as the leaf to the tree, performs a definite function in the life, in the welfare of society. As the whole so is the part. The nature of education manifests itself, therefore, in actions tending to satisfy the wants of mankind. What specific acts these are can be best comprehended by studying the general essence of society.

Society consists of men, individuals co-operating for their common advancement. In this progress toward a reasonable fulfilment of a common desire, obstructions, difficulties are encountered. For greater freedom of action these issues must be overcome. The great outstanding problems of historic times have arisen from a desire to provide mankind with a regular and abundant supply of life's necessities. This is the first essential to man's natural intellectual development.

Towards this common goal notwithstanding stupendous difficulties, continuous progress has been made, developing in momentum with succeeding years, intellectual development being always subordinated to natural interests. Slavery, feudalism, handicraft production and finally machine production appear as

progressive stages ever approaching nearer completion of man's historic aim, the end of each phase indicating the solution of its own definite problem and the handing over of the general work to its successor. Broadly speaking, organization of labor, agriculture, and machine production have formed the great world problems. The knowledge acquired for the understanding and solution of these problems goes under the general name of Education. At a certain stage in social development, it became necessary to disseminate this knowledge more extensively and so arose our public school system. That education has been classified as esthetic, cultural, experimental and so forth simply means that the wants of mankind varied according to time, place and circumstance.

No one will be bold enough to affirm that the knowledge, education, required to solve the problem of labor organization sufficed for gaining an understanding of agriculture or of the more complex study of the natural forces with their subjugation to the service of mankind. Though the essence, the truth about education remained the same, its content varied according to the different phases of social life. It could not be otherwise. Education and social progress are interdependent. As one changes the other must do likewise.

Two points must be here emphasized: first, Education is wholly based upon the process of production and varies in form according to the stage of development of this process; secondly, the training of the faculty of reason is subordinated to this major question and even today has not generally displaced it.

The goal of present day Education has been attained. New problems arise. The existing order of society has completed its historic task. Through its system and method, the world has been so efficiently organized that the wants of mankind can be abundantly satisfied. The result stands out so clearly that no person of broad vision and of a tolerance begotten of understanding can fail to acknowledge the fact. The problem of the machine age has been solved. Capitalism can carry on the task no further. It must give way to a new social order. Its forms of education can solve no further immediate pressing problems. Development is at a standstill.

But progress is characteristic of natural existence of social life. It is a species of change and the law of change is universal. Non-observance of its demands leads to disintegration. Education must consider the future as well as the present. New imminent problems require corresponding varied material for their solution. Education must assume a different form, a different content not yet forthcoming. The general spirit of unrest among teachers and students but indicates an unconscious breaking away from traditional customs and habits and a desire for something more in keeping with present conditions.

No coercion, no hand-picking of students, no professorial or other criticisms, no oppression of teachers, no government legislation can permanently prevent the increasing widening of the breach. There is nothing the matter with teachers or university students. They refuse even under opposition to outrage universal natural law any longer. They but anticipate the old-time instructors by giving their lessons a more modern and more general application.

To such an extent, however, has the seeming lofty nature of Education surrounded the elder portion of the present generation with a fantastic conception of its majestic powers that they look upon it as a sacred institution, worthy of protection for all time. It is still but erroneously considered the foundation of all culture, all morality, all virtue. Instead, therefore, of an

enquiry into its practice, the onus for its defects is placed upon the human machinery carrying out its work. Opposition certainly exists in the teacher and student body. Instead, however, of our Educators recognizing justice in any form of contradiction, they arbitrarily deny to these even the right of possessing ordinary intelligence and the power to reason, the very instruments education is supposed to train and develop.

A position so inconsistent becomes untenable. If teachers and students possess individually the faculty of understanding, then some latitude must be allowed for the free and independent exercise of their mentality. To conclude that their reasonable judgments are altogether wrong but proves the inefficiency of Educational systems; to fail to attract and hold interest but proves their insufficiency. Teachers and students, unwittingly perchance, are endeavoring to progress, to overcome obstacles to their future development which have hitherto baffled the intellectual powers of the most learned.

It is sad to contemplate the fact that present day education is powerless to solve its own problems. And this is its greatest condemnation. Perhaps Professor Finley was justified when he said in effect that the "uneducated" working class, *i.e.*, the class not receiving a higher education, contained the element of salvation for future generations. Doubtless he has come to recognize that since watchmaker Watt invented the steam engine; barber Arkwright the loom; jeweller Fulton, the steamship; and a humble artisan discovered the keystone of philosophy; since in other words the "uneducated" worker began to solve industrial and philosophical problems and became the pioneer of social progress, the non plus ultra professional wisdom scheme became enormously foolish and a subject of minimum educational importance.

But professional educators fail to understand the relation between human progress and education. Because they are slaves of their own rigid and static system where examining and memory work require an endless array of useless facts and incidents, they have altogether neglected the field of production from which alone they could arrive at an understanding of their problems. So supersaturated are they with things of little import, they have no breadth of vision. They cannot see the forest for trees. They are unaware that Latih and Greek were good at one time only because they served to aid social progress. So believing that what was good once remained always good they have crowded other curricula with the sum total of all the "goods" they have been able to discover since traditional times. Education does not explain to people how to think, does not tell the origin of the good in the moral, and so they go on believing that what is chosen by authority worked for their special benefit.

The fitness of education does not depend upon belief but upon its ability to provide material quantitatively sufficient for the removal of obstacles in the path of development. No education is good that cannot function in this manner. The problems of yesterday differ from those of today. Some problems can be solved by mathematics, some by chemistry. In very exceptional cases some may even be solved by the literature of the past, although this would form no valid reason for its general retention in schools. But the great issues of today are abstract problems and can only be satisfactorily understood by scientifically developing the faculty of reason to learn the truth of things and be conscious that it is the truth.

What is the matter with our teachers and students today? Nothing. They only object to be the spineless victims of an archaic form of Education, which has

passed the period of its usefulness. They but desire the opportunity for the full development of their mental faculties without authoritative restrictions, in the interests of the individual and the race. How can teachers and students obtain this opportunity? That is their problem. The world awaits its solution.

Is Security of Tenure Necessary or Desirable?

READ the letter below. Many might believe the case is exaggerated. Our knowledge of the district's past history would tend to make us believe that it is a correct, unvarnished record. However, it is not a rare example of what happens in school districts in Alberta.

The condition will be remedied only when the pupils, parents and public cannot "fire" a teacher for any other reasons than inefficiency or misconduct.

—[EDITOR.]

"Treherne, Man.,
January 21st, 1925.

J. W. Barnett, Esq.,
The General Secretary,
A.T.A.

Dear Sir:

I note in the current issue of the A.T.A. Magazine a reference to conditions at W—, Alta.

It may interest Alberta teachers to know that the W— School Board treated me in the most shameful manner imaginable, while I held the principalship of their school, January 1st to June 10th, 1925. They encouraged pupils to criticize my teaching methods, to disobey my orders, to throw stones at me, to try to run me down with their horses; and themselves insulted me and finally dismissed me, three weeks before the end of the term, because, they said, I was the worst teacher they had ever known, and because I caused the 'arrest' and 'trial' of a few young stone-throwers who had ambushed me and injured me in broad daylight and practically in the presence of the local police officer.

When I had taught there about three weeks, I received a 'dirty' letter from the wife of one of the trustees, threatening me with dismissal if I punished her daughter or even scolded her for insolence. The school was inspected shortly after, my work was commended by the Inspector, J. Morgan, Esq., of Lethbridge, and the Board and the 'lady' in question were given a 'plain talk' by this gentleman.

But these people of W— did not let the matter rest there. They stirred up their friends to take action against me, and this took the form of insult, assault and ostracism.

Incidentally, I may state that the 'dirty letter' referred to charged my predecessor with having neglected his duties in W— during the entire period of his engagement, about two years, I believe.

For sheer, unscrupulous lying and meanness, that school district should be hard to beat.

I now hold the principalship of a bigger school than W— Cons. S.D. No. — but my departure from Alberta is wholly due to the ignorance, selfishness and dishonesty, not to say brutality of the W— School Board, their friends and even their children!

With best wishes for your fight for justice to the teaching profession.

I am,
Yours fraternally."

The A.T.A. Magazine

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Vol. VI

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No. 9

BLAIRMORE SCHOOL BOARD

CLUNY S.D. No. 2334

LUCKNOW S.D.

WABAMUN SCHOOL BOARD

WAINWRIGHT S.D. No. 1658

GLENWOOD CONSOLIDATED No. 32

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Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to

JOHN W. BARNETT,
 General Secretary-Treasurer,
 Alberta Teachers' Alliance,
 Imperial Bank Bldg., Edmonton.

Editorial

THE National Union of Teachers of England and Wales recently exchanged official adieux with Major Ernest Gray. Major Gray, together with Dr. MacNamara, Sir James Yoxall and F. W. Goldstone constituted what might be termed the "Big Four" of the Union. All four sat in the Imperial House of Commons throughout many parliaments and were recognized as the guardians in Parliament of the educational system and the legislative watch-dogs of their profession. By reason of their saneness and ability they were received into the innermost councils of the different political parties—Major Gray in the Con-

servative party, Dr. MacNamara as a Radical, Sir James Yoxall, a moderate Liberal and F. W. Goldstone a Liberal-Laborite. Of these four stalwarts but one now remains actively associated with the Union—Goldstone, now General Secretary in succession to Sir James Yoxall who passed to his reward last year. Dr. MacNamara was called to accept a Government portfolio in the Admiralty in 1906, consequently severing his official connection with the teaching body, and has been recognized ever since as one of the outstanding men in the Liberal ranks. All parties and creeds look with admiration upon the lives and efforts of these men of affairs, honored by their several parties and revered by their fellow-teachers for their loyalty to their party and steadfastness of aim in advancing and safeguarding the cause of education and the status of the teaching profession.

* * * *

THE history of education in Britain during the past decade is inseparably associated with the biographies of these teacher statesmen: the splendid advance in educational progress; the rapid rise in the teachers' status—their security of tenure, superannuation scheme, and more adequate salaries now paid—are living monuments to their self-sacrificing efforts and to the sound judgment of the N.U.T. policy to obtain direct representation through every political party in Parliament. Major Gray retires to enjoy his well-earned rest: tenderest blessings go with him accompanied by fondest hopes that ere he "crosses the bar" many years of life's happy eventide may yet be vouchsafed to him. Yoxall gone, MacNamara and Gray no longer with us, but Goldstone has taken the helm. Wider horizons extend themselves before us as we ascend the heights leading to the promised land previously reconnoitered by these farseeing educationists. The elders dreamed their dreams and directed the younger men to see visions; by reason thereof, education and the teacher will come into their own much the sooner.

* * * *

WHATEVER difference of opinion, if any, there may be with respect to the resolution passed at the last C.T.F. Convention recommending that an endeavor be made to obtain representation for the teaching profession in the Canadian Senate, the principle of seeking direct representation of the teaching profession in the legislative assemblies, whether Federal or Provincial, is certainly not open to question. Representation in the Canadian Senate would certainly be a graceful honor and tribute to the teaching profession, but since the British North America Act placed education in each of the provinces solely under the control of the provincial legislature, little effective legislative work can be accomplished by teacher representatives except in the provincial legislatures.

Many ex-teachers are to be found in the different legislative assemblies of the Dominion but not one member is actually a teacher—teaching has been merely a stepping-stone to some other more lucrative calling

furnishing the wherewithal or the necessary position of prominence and confidence to obtain nomination and election.

* * *

PRESIDENT WILSON, a university professor, became President of the United States not because he was a teacher but because he shunned the traditional cloisteral atmosphere of the teacher on this side of the Atlantic and devoted some of his talent, some of his activities, to matters outside his immediate professional environment. Had President Wilson been a typical teacher the world would never have heard his name. Had not Sir James Yoxall, Dr. MacNamara, Major Gray, Goldstone and others broken away from the stereotyped teacher—teaching during the day, worrying over and preparing work all night, interested in nothing but “shop”—the educational world might be the poorer.

* * *

MEN and women, often undoubtedly the intellectual inferiors of many teachers, reach positions of public prominence and honor for no other reason than that the teacher stunts his citizenship and potential power for public service by seclusion from affairs. It is very seriously open to question whether or not it is even best for the pupils in school or best for the cause of education in general that the teacher devote all his time, all his effort, all his interest, all his ambition, exclusively to his work in school. The wag who defined a teacher as “a man amongst boys and a boy amongst men” must have had in mind the teacher teacher, rather than the citizen teacher: if so his estimate of the teacher, though caustic, was not altogether unjust. The teacher who can discipline boys and girls; who is successful in his endeavors to impart academic knowledge; who shows sufficient ability to organize a school; pilot successfully his pupils through the grades and the examinations, has surely not fully performed his mission. Though respected by his pupils for his sincerity of purpose, for his honor, integrity and his academic proficiency, the imprint left on the mind of the pupil should include yet more—the recollection of his teacher as a citizen, a mixer, respected as a public man.

* * *

THE main obstacle in the way of teachers in active service in Canada aspiring to and achieving public honor is the danger he runs of losing his position. Until the teacher has security of tenure of position during efficiency and good conduct he must perforce walk warily in the public eye; he must sink his identity as a party man, often as a churchman even, lest he rouse the ire of a section of the public to whose political or sectarian creed he does not subscribe. Lack of security of tenure strikes deeper than at the teacher's economic or professional welfare; it maims his chances and prospects of full, free, unhampered citizenship enjoyed by the merchant, craftsman, lawyer, doctor and practically every other

type of citizen. The few teachers in active service holding publicly elected positions compared with the number of ex-teachers serving as aldermen, justices of the peace, members of legislative assemblies, or members of parliament, surely proves the contention that the teaching profession contains plenty of material of the right quality for public office but that, before seeking office, it is a matter of discretion first to secure our bread and butter by “getting out” of teaching.

* * *

CYNICAL contempt for enforcement of the School Law in so far as it affects the rights of the qualified teacher seems to be the general order of the present day. No matter how firm the resolve of the departmental officials may be to “tighten up,” their efforts seem to be unavailing. Why? “We can't tell exactly but we can make a pretty good guess!”

* * *

HERE is a typical case to illustrate the point. Act I: A certain lady holding no valid certificate of qualification has taught continuously in the Province for a number of years. Her usual procedure is to induce some school board to accept her as teacher, then “sit tight” and allow her friends and the school board to fight it out with the Department. The Department refuses to grant a permit to the ingratiating, attractive, young lady. Confident her friends at court will see her through, she makes sure the Board will “stand pat,” and tells the Department to “go hang.” The term is usually over before the thing is finally settled. And that's that. Act II: A repetition of Act I. Scenery only changed. Act III: Ditto.

* * *

THE Department officials finally get really “huffed” at being repeatedly “bluffed” and “fooled” and for the sole purpose of “firing” the quasi-teacher, the Inspector of Schools is made official trustee of the district. Thus endeth the present chapter—The lady, nothing daunted, flits some hundreds of miles and plays the same old game all through. The new school is a consolidated district school and paid \$1,200 last term,—most likely the same this term—scores of fully qualified teachers are out of positions at this time of the year, and a scramble is made for this better than average position. Complaints from some of the disappointed ones arrive at the A.T.A. office for “allowing” (sic) a permit teacher to take the school from under the nose of competent teachers who have paid the price to obtain their certificate. A wall of opposition confronts the issuance of a permit and it looked as if another official trustee will be installed to expel her once again. Everybody from the Deputy Minister down refuses to “cave in” on the refusal to grant a “permit.” However, the M.L.A. from the constituency, a priest, and the school board and every other available influence is exerted and to the surprise, probably, of the “supplicants” the order is given after all to issue a “permit.”

IT is presumed that the lady involved softly giggles to herself and, figuratively speaking, assumes an expression of mock veneration and bows contemptuously—a fitting act of obeisance to the law she has broken and to the officials whom she has beaten. "Nothing succeeds like success."

* * * *

SOME months ago a teacher (?) wrote us complaining that a school board had dismissed her because, after engaging her, the board found she did not, as represented, possess a valid certificate of qualification. Our reply gave the individual to understand that we endorsed the action of the board and that misrepresentations under any circumstances could not be countenanced by the A.T.A. The secretary-treasurer of the board is a member of the Alberta Legislature and with the other members of the board strongly resents the imposition. The poor school district wasted two or three months of the short year period that the school district is able to finance with its now meagre number of rate-payers.

* * * *

PEOPLE who accept or even seek appointment in schools unless holding a valid certificate of qualification commit an offence punishable by fine. Of this they are well aware and the time is long overdue for these "bootlegger" teachers to be apprehended as illicit vendors of education. The Act reads as follows:

QUALIFICATION

"192.—(1) No person shall be engaged, appointed, employed or retained as teacher in any school unless he holds a valid certificate of qualification issued under the regulations of the Department.

"(2) No person who is not so qualified shall be entitled to recover in any court of law any remuneration for his services as teacher.

"(3) Any person other than the holder of such certificate of qualification, who undertakes to conduct a school as teacher, shall be guilty of an offence and on summary conviction liable to a penalty not exceeding fifty dollars, and in default of imprisonment for a term not exceeding one month:

"Provided, however, that no prosecution shall be instituted under this section except on the order of the Minister."

* * * *

CASES like the two cited above are by no means rare exceptions and the lack of enforcement of the School Act, in these days of over supply of qualified teachers is nothing more nor less than a *betrayal* of the teaching profession. We take this stand altogether separate and apart from the debatable question as to whether or not "permit" teachers and "letters of authority" should ever be tolerated.

* * * *

UNLESS the fundamental purpose of passing laws or retaining them on the statute books be to enable the authority finally responsible for their enforcement to avoid irksome decisions in regard thereto, no violation of the statutes should be countenanced, and any infringement officially brought to notice should be followed by drastic action. During the past few months violations of the following sections of the School Act

have been specifically brought to the attention of the Department: Section 192, Section 182, Section 123. As far as we are aware no action whatever has been taken in any one instance and we are compelled to wonder: "Is it because official action on the part of the Department regarding these specific instances might meet with the approval of the A.T.A.? Or is it because the most difficult way to do a thing is to do it, and the easiest way to do nothing is to do nothing?"

Blairmore

SOLID BACKING FROM CANADIAN TEACHERS' FEDERATION

THE ALBERTA ALLIANCE

TEACHERS are asked to consider carefully the action of the A.T.A. with the Blairmore case, which is printed herein. Ontario teachers have stood shoulder to shoulder with the Western Federation during previous troubles. Ontario men have given, but their interest must continue, for the greatest work of any Federation is to give more than to receive. A principle of professional ethics is the same, whether in Alberta, Prince Edward Island or Ontario. When the call comes Ontario men will answer, and that answer will be a decisive one, showing them to be real teachers with a teacher's heart.

THE BLAIRMORE CASE

AT the Central Executive Committee meeting on Dec. 5th the men requested the most recent developments, and appointed the President and Secretary to make an appeal to the provincial men for financial assistance if thought necessary.

—Bulletin M.T.F. of Ontario.

TRUSTEE RECALL

THE Western Federations have struck a keynote when they attack the Boards of Trustees. This is not to be wondered at when many of the teachers suffer indignities and embarrassments at the hands of trustees who can barely speak English, write or read, and whose sole purpose on a board seems to be for economy or dogmatism. Many young teacher's ambitions are blighted by such, with no redress either by Federation or parliament. Until a trustee can be asked to resign and forced to resign at the time this condition will exist. A Board of Trustees has great powers as long as it keeps within its legal privileges. Breaking these, Federation will step in for you.

—Bulletin M.T.F. of Ontario.

THE BLAIRMORE CASE

THOSE who attended the C.T.F. Convention in Toronto, or have read the report of the meetings in the Bulletin, will remember the Blairmore case, and will recall the fact that the C.T.F. approved the action of the Alberta Teachers' Alliance in this matter. At the present time the affair is still unsettled, and as it seems likely that we shall be asked for financial assistance, a clear statement of the case seems to be called for. The following is taken from the printed reports of the C.T.F.:

At the time of writing, this case has not yet been settled. The Blairmore School Board notified its teachers last June that they would receive a cut in salary. The teachers replied that the salary had been arrived at by negotiation between the Board and the Local Alliance, and therefore requested that the Board make representation to the Crow's Nest Local Alliance for the purpose of discussing the matter. The Board then informed each teacher by letter that, unless each and every teacher accept the dictum of the Board by June 26th, they would accept it as an indication of a desire on the part of the teachers to sever their connection with the Board. The Board has consistently and persistently refused to do other than treat with the teachers individually; in other words, it has flatly refused to acknowledge the privilege of the teachers to transact their business through agent—refused recognition to the teachers' professional organization. In many respects this case is an exact replica of the "Brandon" case, and the Alliance seems to have approximately 100 per cent. support from the membership in paying the salaries of the teachers recently on the Blairmore staff; to request them to go back to Blairmore until such time as the Blairmore School Board reinstates them, and to recognize the teachers' organization. This will entail a financial obligation of approximately \$1,800 per month, from and after September next. However, in view of the fact that the term of office of three members of the Blairmore School Board expires at the end of the present year, and in view of the fact that probably 90 per cent. of the ratepayers are opposed to the action of the Board in every particular, it is practically certain that the newly elected members will reverse the action of their predecessors. It is possible, also, if the Blairmore School cannot function properly in September, owing to opposition on the part of the parents to a new staff, or to the staff not being complete, that developments may take place before the end of the year.

IN reference to the above case, the Executive Committee of the F.W.T.A.O. authorizes an appeal to all Federation members to contribute to the funds necessary to carry the case through. We are all one body, and the winning of the Blairmore case will serve to strengthen the position of every teacher in the federated provinces. The A.T.A. is carrying a heavy burden. The Executive hopes that Federation teachers, both societies and individuals, will take this matter into consideration and make as generous a contribution as possible. Contributions should be addressed to Miss Carr, 54 Proctor Blvd., Hamilton, note later than Dec. 15th.

—Circular Letter of Sec. Ont. Women Teachers' Federation.

IN June last, the Blairmore School Board, Alberta, notified the 13 teachers on their staff that a salary cut would go into effect after the summer holidays. The teachers replied that as their salary schedule had been negotiated with the Board by the Crow's Nest Pass Local, any departure from the schedule would have to be arranged through the Local and not with individual teachers. The Board replied, demanding individual negotiation and sending an ultimatum to each teacher that unless he or she accepted in writing before June 26th the proposal of the Board, the Board would be "forced to the conclusion that it was not his or her intention to continue on the staff of the Blairmore School during the next year."

The teachers continued their effort to secure the consent of the Board to negotiate with the Crow's Nest

Local. At a meeting of the Board on June 16th the Board positively refused to hear either the officers of the Crow's Nest Local or the General Secretary of the Alberta Teachers' Alliance. As the teachers persisted in their refusal to negotiate with the Board individually, the Board at a meeting on June 26th dismissed the staff. The chairman stated that the Board had no fault to find with the teachers, but alleged that in view of needed additions to the school building, etc., the Board was financially embarrassed.

The Crow's Nest Local referred the matter to the Alberta Teachers' Alliance, and after very careful consideration the A.T.A. completely endorsed the action of the Blairmore teachers.

In August a meeting of the members of the A.T.A. who were in Edmonton as sub-examiners and teachers, was called to hear reports on the Blairmore situation.

After hearing the President of the Crow's Nest Local and the General Secretary of the A.T.A., the following resolutions were passed:

1. That this mass meeting of sub-examiners and teachers attending the summer school, congratulate the Blairmore staff and the Crow's Nest Local of the A.T.A. for their loyal stand made on behalf of the teaching profession of the province.

2. That the teachers assembled here and now individually pledge themselves to support financially and in every other possible way the Blairmore teachers until they be reinstated and until the Blairmore School Board concedes the right of the A.T.A. to negotiate on behalf of its members.

3. That this meeting guarantee the first month's salary of the Blairmore staff.

At the Canadian Teachers' Federation in Toronto, in August, the Alberta delegates gave a full report on the Blairmore situation. After discussion the following resolution was carried unanimously:

That this Convention of the C.T.F., having heard the report of the Alberta delegates with respect to the dispute existing between the Blairmore School Board and the Alberta Teachers' Alliance, hereby endorse the action of the A.T.A. and pledges the support of the C.T.F. until such time as a settlement may be reached satisfactory to the A.T.A.

Latest advices from the Secretary of the Canadian Teachers' Federation are to the effect that the Blairmore teachers are still out of their positions, while unfortunately enough disloyal teachers have been gathered together by the Blairmore School Board to constitute a new staff. The Alberta Teachers' Alliance has pledged itself to advance the Blairmore teachers \$1700 a month for at least six months, inasmuch as it will take about that much time to elect a new Board and restore these teachers. The teachers of Edmonton and Calgary are pledging \$600 a month for each city. The General Secretary expects that it will cost the A.T.A. at least \$11,500. —Bulletin, O.S.S.T.F.

"Ontario Secondary School Teachers' Federation

133 Benson Ave.,

Peterborough, Ont., Dec. 21, 1925.

Mr. J. W. Barnett,

Edmonton, Alberta.

Dear Mr. Barnett:

I am enclosing cheque for Five Hundred Dollars, the amount of the contributions so far to Blairmore teachers. Contributions will continue to come in for

some time yet, I expect, and if so I will send more a little later on.

We in Ontario are very much interested, of course, in the Blairmore case.

Yours sincerely,
A. S. ZAVITZ."

* * * *

"Federation of Women's Associations of Ontario
(Incorporated)
54 Proctor Blvd.,
Hamilton, Ont., Dec. 24, 1925.

Mr. John Barnett,
Secretary-Treasurer A.T.A.,
Imperial Bank Bldg.,
Edmonton, Alta.

Dear Mr. Barnett:

Having watched the Blairmore case with great interest and realizing that it was being worked out not for Blairmore and Alberta, but for all Canada, our Federation felt that we would like to take some share in the expense caused, and therefore sent out an explanation of the case to our members with the suggestion that they contribute. As a result, I am enclosing a cheque for four hundred dollars and expect to mail another smaller cheque about the end of January, as some places have not yet been heard from and one city begged to leave the collection over until January so that they could do it better justice.

We trust the Alberta Teachers' Alliance and the plucky Blairmore teachers will accept this slight help as a token of fellowship, and only wish you could read the bundle of letters that came with the contributions expressive of great sympathy and 'Here! Here's' for the stand taken by the Blairmore staff, and regret that because of the many demands at Christmas time their contributions could not be larger.

With best wishes for a Happy 1926 for the Blairmore staff and the Alberta Teachers' Alliance,

Very sincerely yours,

H. EMMA CARR,

Secretary-Treasurer F.W.T.A.O."

"P.S.—Thanks, Mr. Barnett, for the A.T.A. Magazine which is coming regularly now. I appreciate it very much.

H. E. C."

UNION WILL PUT UP TWO CANDIDATES

At a special meeting of the Blairmore Local of the Canadian Mine Workers on Sunday afternoon last, the miners decided to take some action in defence of the Blairmore dismissed staff of teachers who are fighting for their rights to organize in support of collective bargaining, and will place in nomination the names of John A. McDonald and Peter Patterson for school board. Three other candidates will be backed by the Union for council.

The miners, joining with all other classes of organized labor in Canada, feel it their duty to support the Blairmore teachers in their fight.

An All-Canadian and All-Expense Tour

FEDERATION members across Canada will be interested in the overseas excursion being organized by L. J. Colling, Principal of Queen Mary School, Hamilton, Ont. Mr. Colling is Provincial Secretary of the Ontario

Men Teachers' Federation and representative of the Ontario teachers on the Executive of the Canadian Teachers' Federation. He has had a prominent part in the educational affairs of the Province of Ontario, being a past-president of Elementary Department of the Ontario Educational Association and a past-president of the Principals' Association of Hamilton. Patrons of the tour are assured of the same careful consideration and thoroughness that has won for him his place among his fellow-teachers.

In offering to the public a tour of the British Isles, France, Belgium and Holland at a price that cannot be excelled, Mr. Colling feels he is doing a real service for teachers and friends whose time and means must be faithfully and economically used.

The party is limited to about 100 and is open to professional and business people. The number of registrations already show the necessity for making early reservations to secure the best. The White Star Liner "Doric" will take the party sailing July 7th from Montreal.

All parties going overseas this year will profit by getting full particulars at once from L. J. Colling, 98 Barnesdale Ave. N., Hamilton.

* * * *

A CHANGE IN THE ORGANIZATION OF THE GEO. M. HENDRY CO. LIMITED

Educational authorities throughout the Dominion and particularly teachers of physics, chemistry, biology, etc., will be interested to hear of an important development that is taking place during the next few weeks.

The Geo. M. Hendry Co. Limited has for over thirty years supplied many Canadian institutions with laboratory equipment for demonstration and research purposes, and is now through a new organization co-operating towards the expansion of sales and service.

That portion of the business is being merged with the interests of a well-known Chicago house, and a company is being formed that will be known as the Central Scientific Co. of Canada, Limited, for the purpose of manufacturing and distributing apparatus, glassware, chemicals, etc., for educational and industrial requirements.

This organization will have its premises in the same building as the Geo. M. Hendry Co., Limited, at the south-east corner of Adelaide and York Streets, Toronto, but the latter firm will carry on a school supply business independently. The new company, however, will have the benefit of Mr. Hendry's thirty years' experience, for he will be associated with its activities as a member of the board of directors.

Stocks will be carried at Toronto, and the new company will proceed to develop Canadian trade entirely as a Canadian company and anticipates such manufacturing operations as may be possible, having in mind the needs of the Dominion market. The laboratory supply business has become very complicated and detailed, so that the creation of the Central Scientific Co. of Canada, Limited, will increase the facilities available to Canadian teachers.

* * * *

Dasa Right, Guiseppi

"Now, children," said the teacher, "what are parrakeets?"

"Twins," shouted little Guiseppi Grannucci.

—Stanford Chaparral

Essay Department

HISTORY ESSAY—GRADE XII

Contributed by A. J. H. POWELL, Josephburg School,
Fort Saskatchewan.

Explain and discuss the Principles underlying the Reformation.

The Protestant Reformation as a landmark in history acquires perhaps the greater part of its moment from its influence on the political fortunes of European nations. For example, in England, Denmark and Scandinavia it was used by opportunist princes to build up the authority of the crown at the expense of the Church and so realize the lately-perfected ideal of nationality. To Spain it gave a fleeting pre-eminence as the champion of Catholicism, to Germany it gave new ground for chronic dissension which broke all Charles V's efforts to consolidate the Empire.

These political aspects, however, are not the soul of the Reformation, and in themselves reveal no part of the fundamentals upon which it was built. One must think in terms of the individual, looking into the minds of human beings to whom the tendencies that make up the Renaissance had brought a new spirit of inquiry, new sources of intellectual exercise, new physical horizons, and doubtless new uses for the money they had to part with so inexorably.

What were the fundamental truths which so gripped the souls of hitherto docile catholics as to make them leave all the religious associations of their ancestors, and formulate new doctrines, and count life well lost in testifying to those doctrines? In other words, what are the principles underlying the Reformation?

I. Firstly, the Reformers believed that the Scriptures are the only authoritative revelation of God's will to man, and that therefore (1) every man has a right of direct access to the Scriptures (2) every man should be trained by the Church to read the Scriptures for himself. This was no new feature in the religious divergences of mediæval Europe. As early as 1170, the anti-sacerdotal followers of Waldo had urged the Bible as the one true guide of man. The English Lollards of the 14th century had been provided by Wycliffe with an English translation. Erasmus in 1516, published a Latin translation, aiming to replace the excessive ritual of the church by natural piety.

So now Luther, Tyndale and Calvin by wide dissemination of the Scriptures set themselves to discredit the Papal and clerical usurpation of powers which rest only in God. There is nothing new in this. Christ himself, confronted by a thousand revolting excrescences of priestcraft—broadened phylacteries, meticulous Sabbath restraints, street corner praying, money-changers in the temple—had made Scripture the basis of His denunciation.

Moreover, Christ was to the Reformers the most recent manifestation of God, to whom the Church must retrace its steps when foundering in falsehood or misrule. They found in the perversion of religion evoked by the priestly cabal of the Sanhedrim a close parallel to the simony, the nepotism and the secular encroachments of the Papacy. Priestcraft had crucified Christ. Now in His name, bearing his Cross, the church had become the stamping ground of a new Sanhedrim more infamous than that of Jerusalem.

Clearly, the antidote for depraved sacerdotalism was a return to the Scriptures, with the removal of all obstructive media from between God's word and man's mind. "Search the Scriptures . . . they testify of Me." No priestly censor was needed—only a translator and a printing press.

From that point it followed that a salient function of the true Church was to give everyone education enough to read the Bible for himself. Luther, Melancthon, Calvin and Knox were all champions of popular education; Germany, Switzerland and Scotland bear witness to that in the long-standing efficiency of their parish schools. (England, with a Political Reformation, had to wait for popular education until the spiritual revival of Methodism evolved the Sunday School. Spain, unswervingly Catholic, is today a land of illiterates.)

II. Just as they demanded for all men access to the Word of God, so the Reformers claimed for all the right of direct communion with God, the idea of an inter-mediating priest being to them incompatible with Christ's teaching. One can imagine with what zest they read of "two men who went up to the Temple to pray"—the professional prayer artist and the bungling, unaccustomed publican who could only say, "God be merciful to me a sinner," but whose prayer brought absolute direct from God.

Evidently, since the days of Christ, the priests had usurped a function, not rightly theirs even had they all been men of holy life. In direct succession to the Apostles, their work was to lead men to the source of grace, and by counsel and exposition of Scripture to keep them faithful. But there had crept into the apostolic mind man's insidious desire to make his calling a "mystery," and so the priests came to pose as sole distributors of Divine Grace, of which they held a monopoly. *No more were they pastors of the flock, but shearers; for what they should have made freely available to all, they turned into merchandise to be purchased with money, and from themselves only. In contrast to all this, the Bible said "Whosoever will, let him come and drink of the water of life freely."

The idea of Free Grace could not be acceptable to a church which had left its Galilean simplicity and was now housed in Cathedrals; whose apostles were territorial lords; whose High Priest was a temporal sovereign hiring armed forces to further his material ambitions. Such a system had enormous running expenses, mounting higher with each new edifice and each more promising scheme of Papal aggrandisement. No; the Church had spiritual wares which the people wanted, and for which people would always pay. So the Reformers' plea for direct communion between men and God was met with stern refusal.

III. Luther first came in conflict with the Roman Church over the sale of indulgences. Though in its actual practice absurdly indefensible, this granting of pardons (conditional upon penitence and a sacrificial gift) had much to uphold it; and Luther had therefore to find strong grounds of attack. In his own religious development, while vainly seeking for soul's peace in "monkery," he had read St. Augustine and St. Paul, and came to the conviction that only Christ's atoning death can win for man the pardon of his sin.

*cf. "Protest of Good Parliament, England, 1376."

To what end are fasts, ritual, self-abasement, countless observances by set programme? "For if righteousness come by the law, then Christ is dead in vain." So Luther brooded over the Church doctrine of "justification by good works," until it ran inevitably down to "justification by hard cash," when he made his protest.

Nothing, said Luther, can save a man from his depravity but a complete self-surrender to the mercy of God, in the belief that Christ died for him. Coming to God in that faith, one will receive free remission of sin. Therefore, any money payments must be the device of man, and if desirable as such, may be received and suitably dispensed by the humblest of the clergy.

Though first enunciated in attacking Indulgences, this great doctrine of justification by faith became the most potent weapon of the Reformers against all that was formal or prescriptive in Church routine and service—all that savored of human time and energy wasted in trying to earn justification. Salvation was a state of being entered only through abandoning oneself to the mercy of God. All that marred this conception of salvation was Antichrist. Hence in Puritan England the destruction of church adornments and substitution of whitewashed walls; hence later the silent worship of the Quakers.

IV. Back in the fourteenth century, the Avignon pope, disgracefully subservient guests of the French crown, had plunged deeper and deeper into political intrigue with its attendant financial embroilments. The resulting evils were threefold:

1. Church dignitaries such as Cardinals began to be chosen on account of political attachments of political acumen.

2. Every office acquired a market value and was auctioned quite shamelessly.

3. Since every office had a price, new and attractive offices were created overnight and were sustained by increasing the burden of taxation upon the lowest classes.

Thus we find in England, five times more money annually collected by the clergy, and passed across to Avignon, than was spent in the internal and war administration of the State. What went to Avignon of course strengthened the sinews of war against the English invasion of France.

This instance is typical of many anomalies which led the Reformers to voice their third great principle, that the Church is a spiritual power without authority in state or international affairs. Therefore, its clergy must be chosen for their spiritual example; and to accept money for the preferment is immoral. These are fundamentals, the evasion of which in Jerusalem, in Rome, and in the modern world, has invariably brought the Church into disrepute. In their day, the Reformers saw in their midst monasteries some of which hid filthy living. They saw Leo X, priest at the age of seven, cardinal at thirteen, and in the capacity of pope pawning palace furniture and ruining his bankers to the glory of God—or to the advancement of his family.

Wycliffe in 1370 was already urging that the clergy be forbidden to interfere with civil affairs and temporal authority. Erasmus in his "Praise of Folly" jeered at the Pope who, "sword in hand, turned law, religion, peace and all human affairs upside down." Luther himself in his "Address to the Christian Nobles," urged them to end the tyrannous interference of the Pope in civil affairs.

It was this assertion of the purely spiritual powers of the Church which in various countries produced a Political Reformation. Nations struggling for self-determination were mulcted of their resources by the Church, or hectoring by the Pope. Greatly daring,

in the true Renaissance spirit, they broke up the fiscal system of the Church, repudiated the Pope's political authority, and naturally swung over towards Protestantism.

V. We have just cited Leo X as a worldly-minded Pope. Others like John XII and Alexander VII still more degraded their high office. Yet through a long line of immoral and disreputable pontiffs, the doctrine of Papal infallibility was shamelessly upheld. When the Reformation came, it was invoked to crush all opposition to Indulgences, all protest against simony, all theological arguments based on Scripture. The Pope being God upon earth (and God-up-to-date at that) who should oppose, protest or quote Scripture? Let no dog bark. The Reformers replied that the pope was human, and raised to eminence by the act of men; that no act of man could confer infallibility upon man. They further raged against the callous blasphemy of imputing to God acts of the popes which were frequently immoral and disgraceful.

The squabble over Papal infallibility could not possibly be decided, but many sane people weighed in the balance the record of the papacy, found it wanting, and decided to seek the revelation and mercy of God through the purer channels of Holy Scripture.

Of the questions of Transubstantiation, Predestination and the Sacraments this is no place to speak. They are matters disputed among the Reformers themselves, and form no part of the main growth of the Reformation. The basic principles of that great movement, as discussed above, are:

1. That the Scriptures are the supreme authority in the Church of Christ;

2. That man may be redeemed by faith in the atonement of Christ and by that alone;

3. That men may learn of God and commune with Him by reading the Scripture for themselves;

4. That the Church is concerned with the spiritual welfare of souls, and with that alone;

5. That the clergy must lead lives exemplifying holiness;

6. That the Pope, being invested with his authority from man, has no right to claim divine infallibility.

All six of these were deadly blows at priest-craft, and in a priest-controlled system had no chance of fair consideration. The Reformers carved out new systems for themselves, and it was left for Loyola and his Jesuits to restore in some measure the spiritual vigor and apostolic devotion of the mother church.

The Second Reader

By WILFRED WEES, B.A.

Pedagogical Chaos—That's what Earl Hudelson in the *Journal of Educational Research* for December thinks of teachers' ability to mark compositions without a composition slide-rule. He gave seventeen compositions to seventeen teachers of composition in the same school, for grading purposes. In a random selection of eight of their marks Mr. Hudelson found that teacher A would have passed all and teacher B would have passed only two. Mr. Hudelson remarks, "No wonder pupils like to pick their instructors." He gives several other examples of "chaos."

His conclusion is, "The whole policy of insisting upon definite standards of pupil achievement implies an ability on the part of the teachers to determine when those standards have been achieved. Subjective stand-

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(Chapter 37, R.S.A. 1922)

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1. When the price of admission is from \$.01 to \$.10 inclusive, a tax of \$.01
2. When the price of admission is from .11 to .30 inclusive, a tax of .02½
3. When the price of admission is from .31 to .50 inclusive, a tax of .05
4. When the price of admission is from .51 to .75 inclusive, a tax of .07½
5. When the price of admission is from .76 to 1.00 inclusive, a tax of .10
6. When the price of admission is from 1.01 to 1.50 inclusive, a tax of .15
7. When the price of admission is from 1.51 to 2.00 inclusive, a tax of .20
8. When the price of admission is over \$2.00, a tax of 25 cents.
9. A tax of 25 cents shall be paid by every person attending a boxing bout or contest, or a wrestling match.
10. Where admission is given by pass or complimentary ticket, a tax shall be payable at the highest rate charged for the performance to which admission is granted.

E. TROWBRIDGE,
Deputy Provincial Secretary.

GEORGE HOADLEY,
Provincial Secretary.

"I saw your name in the A.T.A."

ards of pupil proficiency are automatically disqualified in English composition. Finite minds have amply demonstrated their inability to agree satisfactorily upon standards expressed subjectively."

Then, with the voice of a prophet in the wilderness, he says, "There are already enough open-minded teachers receptive to scientific methods of social control to assure the success of educational measurements, whether the rest embrace them or not. All of the early remonstrance against the automobile availed nothing; automobiles came to stay because they afforded an improved means of social control. So will objective educational measurements come anyway; and, like the automobile, they will divide humanity into the quick and the dead."

* * * *

Musarum Nugae—The Classical Muse, ensconced on the chilly heights of her unapproachable divinity, sometimes deigns a sympathetic smile to her immature worshippers scrambling up the steps to Parnassus. At least this is the view of D. O. Malcolm in an article in the current number of the *Quarterly Review* (London). One or two of her smiles is decidedly like a wink:

HUMPTY DUMPTY

Dumpty in muro considerat Humptius alto,
Humptius e muro Dumptius, ecce! cadit.
Principis laud maluere equitum peditumque cohortes
In solitos miserum restituissae Lares.

HI, DIDDLE DIDDLE

Aspice ut aeluri perstringant barbiton unguis!
Ecce! super lunam mira iuvenca salit,
Accepti dulci catulus ioca tanta cachinno
Dum cyathus patina cum fugiente fugit.

I suggest that in the following translation of the address to the Father of History, our droll friend of the peaks is winking rather loudly:

Herodotus, Herodotus
You could not spell, you ancient cuss!
The priests of Egypt gammoned you;
It was not very hard to do.
I hardly think you'll gammon us,
Herodotus, Herodotus.

It is probable that Latin declensions and Greek letters would command not less respect and more friendship if they were taught to loose a smile a day.

There might, of course, be various sources of the lady's hilarity; when, for, instance

Dido vento reditura secundo
is rendered as

Dido will come again when she gets her second wind,
or when the inky-fingered youngster reads

Post equitem sedet atra cura

as

After riding, the Dark Lady sits down with care.
How early a sense of the tragedy of life creeps into young minds.

* * * *

Chinese Classics—The geography lesson on China is not complete without a reference to the Golden Age of that mysterious land. The politics of the eighth century in China, aped by a modern ruler, would land him in the seventh heaven of plebeian adoration.

"I have not been of much use while I lived," said the dying Queen Sin Hwei to her emperor husband, "and therefore I don't want anyone to be made to suffer

at my death. Build no magnificent grave for me and then the people will not hate me, since they have not been called to make any sacrifice in building it. Neither put any jewels or precious stones in my coffin. All that I want is a tile under my head for a pillow, and my hair fastened with some wooden pins."

Lin chang, a civil servant, describes the leisure of the higher classes in words as sweet and direct as those of Sappho:

"At last!

At last comes rest from the routine;
I launch my boat
On the lillied pond and float
Till I drift without will into sleep.
Green shadows lattice the waters green;
Courtyard and house the silence keep.
Then a bird breaks over the mountain-side and falls
And calls
From the crimson coronals
Of the woods that wake to her cry.
My silken robes in the wind float wide.
O wings of delight, draw nigh!
Draw nigh!"

In religion, modern civilization could find a lesson in tolerance in "one of the most remarkable decrees ever issued from the throne rooms of the world." Christianity was first introduced in 634 by the Syrian monk Olopun. After a study of the new religion, the emperor gave out the following statement:

"The truth does not always appear under the same name, nor is divine inspiration always embodied in the same form. Religions vary in various lands, but the underlying principle of all is the salvation of mankind. Carefully examining the object of this doctrine, we find that it is profoundly mysterious and associated with striving through the power of the inner life; it establishes the important points of our birth and growth, it helps animals and it profits mankind; therefore it should circulate wherever in the world we hold sway."

Fair enough for a heathen!

The same gentleman's death-bed counsel to his son should not be confined to the families of kings. It runs as follows:

"Be just, but above all things be humane; rule your passions and you will easily rule the hearts of men. Be sparing with punishments, generous with rewards, never put off till tomorrow a boon that you can confer at once, but postpone the infliction of punishments till you are absolutely certain that they are deserved."

Not a bad code with which to decorate the behaviour of a school teacher. And then he concludes:

"By using a mirror of brass you may see to adjust your hat; by using antiquity as a mirror you may learn to foresee the rise and fall of empires; by using men as a mirror, you may see your own merits and demerits."

* * * *

A New Intelligence Test—Another rod in education has been produced by William A. McCall and his students, Teachers' College, Columbia University, and has been receiving a good deal of consideration by educators. It is published by the Bureau of Publications at the aforementioned school. In the October number of the *Teachers' College Record* the test is outlined, explained, and applauded. This work is christened *The Multi-Mental Scale* because, according to the deviser, some seventeen different kinds of mental tests are fused into one.

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In spite of the complexity suggested by such a complicated compound, the test is really quite simple. The child is given a sheet of paper on which are printed one hundred lists of words of five words each. One of the words in each list does not belong with the other four. The child is supposed draw a line through the interloper. An excerpt from the directions the teacher is to give the pupils will explain:

"... when you have finished (filling in name, age, etc.) put your pencil down and look at me. (Child politely obeys and is overwhelmed.)

Now look at the first set of five words: *chair, dog, table, bed, stove*. One word does not belong with the others. Which is it? ... *Dog* is the word, because a dog is not furniture like chair, table, bed, and stove. ... Draw a line through *dog*.

Look at the next set of words: *mama, sister, papa, brother, grandma*. Which word does not go with the others? The word is *grandma*. Draw a line right through *grandma*."

After the child has struck Touser, Grandma, and the rest of them from the lists of the elect, the papers are turned in, scored by the examiner, and from the result the intelligence of the children in a school system may be computed, the children classified into grades according to mental ability, and the teacher worships at the shrine of the goddess of the science of education.

The test, it will be seen, is entirely a measure of the child's knowledge of the significance and relationship

of words. It may be, of course, that the ability to use words correctly is a measure of an individual's intelligence. Time and study will probably show how closely the two are related. For the present, most of us probably believe that what the mind thinketh, the mouth not necessarily sayeth, nor the hand doeth; fortunately. It is not the test itself which is to be deprecated but the fanaticism with which it is advertised and likely to be used.

Scientists, worthy of the name, are usually dubious of the results of their labors. It is only inventors who become ecstatic with the first kick of a new mechanism.

* * * *

Economy in Education—A recent attempt of the Treasury of the Government in Britain to use the axe in estimates for education brought the following comments:

Lady Astor: "I would rather cut down the fighting services for the next ten years than cut down education. Education is the last thing a good father cuts down, when in adverse circumstances."

Sir Robert Newman: "Economizing in children's education is as bad as a farmer economizing in seed. ... As a sportsman I like to see every horse get a fair chance, and every child should have the same privilege."

Mr. Duff Cooper: "Materially and spiritually, this policy is striking a great blow at the best interests of the country."

The Personality of the Teacher

IT is well for us teachers to consider from time to time, thoughts that may come to us with regard to the progress we are making in our work. It is our duty to get results for the work we are doing in the education of the young. How can we get more closely in touch with our pupils, so as to gain more of their confidence? What can we do to improve our efforts? We should always be ready and willing to do our best for our profession.

Let us consider the matter of the personality of the teacher, a factor which seriously affects our relations with the pupils, with the parents, and with the citizens of the districts wherein we may be.

Ours is a noble profession. To us falls that great privilege, which we must utilize to the best of our abilities, the education of the child. By education I mean not simply the teaching of certain specified subjects, such as may be outlined for us in a programme of studies, but the building up of moral character, the directing of the youthful mind into the channels which will lead to a clean, upright, useful life; and to discover and develop the latent ability which is to be found in all children, and which simply awaits the proper guidance and opportunity to expand.

The child needs to be directed along certain lines. Children differ from each other in many respects, and it is the aim of the teacher to make the training of the child as interesting as possible, so that the child will have a stronger desire created in his mind to do that which he ought to do, and to leave undone that which he ought not to do.

This brings us back to the part played by the teacher, and in this respect the personality of the teacher will be a factor to be considered seriously. A teacher with a personality which attracts children will

not have much difficulty in getting the best results from his charge. On the other hand, a lack of personality is a severe handicap for any teacher. The children will not take kindly to him, and as a result there is not that incentive to study that should always be present. Although the teacher may be unaware of the cause, he is the one who will be held responsible, and will have to shoulder whatever blame may be placed.

What is it that attracts the little children to the teacher, that they crowd around her as she is going home from school? It is simply the personality of that teacher, for she radiates a love for children, and a desire to help them, to give comfort to them when it is required, to soothe their little ailments, and, if necessary, to scold or punish them when they have done wrong. These are the things which the child notices, and hence the liking and the respect for that teacher. Such a teacher has a winning personality. It is therefore the duty of all of us as teachers to cultivate a personality which shall be pleasing not only in the schoolroom but on the street, and wherever we may be.

If, then, we can cultivate this charm of personality, the results will appear in our schools, and we shall be amply repaid for doing so in the unfolding and the nourishing of character in the boys and girls entrusted to our care.

Let me also add in closing, that a lack of personality on the part of the teacher will repel instead of attract the children to him, and difficulties will arise which would not otherwise be encountered. As your personality is, so will your pupils be; hence, use every opportunity for personal improvement, for the development of all the arts and graces of modern life, and for cultivation of the best methods that may be introduced into our schoolrooms.

—J.W.M. in *Manitoba Teacher*

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Discipline in Canadian Schools

BY A LONDON TEACHER IN CANADA

WHEN I told certain of my English friends that I was going to teach in Western Canada for a year they made dubious remarks about discipline.

"You'll wish you were back in London," they said. "Children on the other side are notoriously difficult to manage. They do just what they please in the homes, and the schools are nearly as bad. No manners! No order!"

After six weeks of directing the activities of a fairly average class of Canadian boys and girls, I feel in a position to describe my experiences of discipline over here. In the first place, there are certain arrangements in my very spacious classroom which help considerably in maintaining good order. All the desks are single. So far as I can find out, dual desks are unknown in Canadian schools, and this is a blessing realized most keenly by those Canadian teachers who have spent a year "exchanging" in London. The perfect system of ventilation in these schools also helps to make an orderly classroom. After all, restlessness, apathy, or downright insubordination are often the result of some physical condition in the classroom.

WELL VENTILATED CLASSROOMS

The windows in my room here are all closed. They will open, of course, but the opening would serve no practical purpose. Air which is purified, and warmed now the weather is cold, comes in through a ventilator high up near the ceiling. The steady flow of air is marked by a bunch of thin ribbons which stream out horizontally from the aperture. Near the floor is a grating through which the used air passes. A paper placed here is sucked flat against the wire, showing how the circulation of air is maintained. As I write there is snow falling (in October!), and the cold is as bitter as any I have experienced in mid-winter at home, but I have not felt a single draught in the whole of this great school building. Classrooms, corridors, staircases, halls, washrooms, all are pleasantly warm. This feeling of physical well-being makes the children work contentedly. Moreover, one does not have to give lessons amid a chorus of sneezes, coughs and snuffles.

There is a certain free and easy atmosphere about Canadian schools which is rather surprising, and sometimes disconcerting to a newcomer. The children do not say "sir" or "madam," or even "teacher." The principal of this great school is addressed as "Mr. B—" by the pupils, and they chat to him unconcernedly in playground and classroom. Small people over here do not stand in any awe of grown-ups. I mislaid a book the other day and a young lady of nine, who was looking on, volunteered to help in the search, remarking that, "It's best to go right after it and not get fussed!" She found the book.

There is a certain abruptness in the children's speech which surprised me at first. For instance:—

"Have you nearly finished that sum, John?"

"Sure!" was the answer, and John plodded away, unconscious that his reply was not quite in order. And, after all, what does it matter? No child has ever attempted to be rude or impudent to me. They are

informal and friendly in their speech, as they would be with their parents and friends. When Mike, of Irish descent "way back," came into the room towards the end of recess with a broad grin struggling through the plaster of mud which covered his face, and casually remarked: "I guess I'd better be getting this cleaned off before the bell goes, but you bet it's been some game!" what could I do but agree enthusiastically?

CORPORAL PUNISHMENT

Corporal punishment is permitted in this Province. I quote from regulations before me: "It shall be the duty of the teacher to practise such discipline as may be exercised by a kind, firm and judicial parent in his family, avoiding carefully all display of temper, abstaining from all contemptuous language and ridicule, and from all modes of punishment calculated to injure the self-respect of a pupil. . . . In extreme cases in which it may be necessary to administer corporal punishment, to carefully observe the following: That no corporal punishment shall be inflicted for any offence until the matter has been submitted to the principal and his assent to the infliction of this form of punishment received. That the only form of corporal punishment permissible is chastisement on the palm of the hand with a suitable strap. . . ."

I have not found it necessary to use corporal punishment here any more than I found it necessary in London. Plenty of definite work, systematically marked and returned for correction, an element of competition, and monthly tests and reports to parents, are quite sufficient to make my classroom a happy and fairly peaceful place.

SEXSMITH LOCAL

The regular meeting of the Sexsmith Local of the Alberta Teachers' Alliance was held on Saturday, December 12th, with a fair attendance of members. Mr. McDougall gave a very interesting paper on "The Measurement of Intelligence." Other business of local interest was discussed. The meeting then adjourned to meet again on the 9th of January.

The regular meeting of the Sexsmith Local Branch of the A.T.A. was held on Saturday, January 9th, with the following members present: Misses O'Neil and Crawford and Messrs. McDougall, Walters and Strachan.

Mr. Walters gave an interesting and helpful paper on "Supervised Study in Schools." The paper was discussed at some length.

It was decided that Miss Crawford give a paper on "Discipline as a School Problem" for the next meeting.

The children were playing at ball within the country school and the ball was thrown to a girl whose attention had been momentarily diverted. As the ball struck the wall beside her she emitted a loud "Ungh."

"What is the matter? Are you ill?" asked the teacher.

"No, sir," she replied, "I was just practising the nasal sound in French."

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PROVINCIAL EXECUTIVE MEETING

THE usual year-end meeting of the Provincial Executive took place at Calgary on January first and second, every member of the Executive being present during all sessions with the exception of Mr. McCrea, who was absent from all.

The first item of business was the discussion of the Blairmore case. Mr. D. M. J. Conway, President of The Crow's Nest Local, was present, as were also five other members of the staff. The final result of the conference between the Executive and the Blairmore teachers was to reinforce the action of the teachers and the Alliance in their resolution to carry the issue through to a successful conclusion.

The General Secretary-Treasurer presented a draft of the proposed amendments to the constitution which had been recommended by the Constitution Committee. The draft as recommended by the committee was adopted, and authorized to be submitted to the electoral vote.

The Executive established a policy of dealing with the preparing, sending out, receiving and handing over of the ballots to the scrutineers in the Provincial Executive election. A committee was named, to consist of a representative of the Edmonton Public School Local, the Edmonton High School Local and the Edmonton District Geographic Representative, to co-operate with and work through the general office.

Endorsation was given to the continuing of the policy of accepting post-dated cheques in payment of dues in case of members not possessing the ready cash at the time of solicitation. The General Secretary-Treasurer was authorized to do all possible to collect outstanding cheques previous to the Annual General Meeting. Arising out of correspondence, the Executive went on record as approving of the policy of the General Secretary-Treasurer in receiving fees from any eligible applicant provided that, if the member be known as a member of a Local, the receipt for the money paid be forwarded to the Local Secretary-Treasurer.

The General Report of the Secretary and the Treasurer's report were adopted, as was also the report of the A.T.A. Magazine and of the A.T.A. Bureau of Education. All reports showed a healthy financial condition.

The Executive authorized the payment of \$300.00 on account to the Canadian Teachers' Federation for capitation fees and made arrangements for adjusting the distribution of the burden of wages between the A.T.A. and the Bureau of Education. The General Secretary-Treasurer was authorized to deposit \$500 in the Savings Account to the credit of the Provincial Alliance Reserve Fund.

Arising out of the report of the A.T.A. representative on the Examinations Board, certain matters were ordered to be laid before the Minister of Education by letter and others to be referred to the Easter Convention.

The Executive accepted the offer of the Alberta Education Association to organize the banquet during the Convention week and arrangements were also made for organizing the A.T.A. work amongst non-members during Easter week. The Calgary Locals are being asked to take charge of these two departments.

A resolution of the appreciation of the action of the Canadian Teachers' Federation and of the affiliated organizations in supporting the A.T.A. in the Blairmore difficulty was very gratefully acknowledged by resolution of the Executive.

Mr. Brock, President of the A.T.A. Pensions Committee, and Mr. Webb, Secretary, delivered a lengthy progress report and the Pensions Committee were authorized to meet, at the earliest possible moment, with the Cabinet Committee dealing with pensions.

The remainder of the time was devoted to consideration of Law cases.

Official Announcements

PAYMENTS REQUIRED OF MEMBERS

Annual Salary	Membership Dues to A.T.A.	Subscription to The A.T.A. Magazine	Total
(1) Under \$1,500	\$ 5.00	\$1.00	\$ 6.00
(2) \$1,500 but less than \$2,000	7.00	1.00	8.00
(3) \$2,000 but less than \$2,500	9.00	1.00	10.00
(4) \$2,500 and over	10.00	1.00	11.00

These fees do NOT include Local Alliance fee.

N.B.—Every local member of the Alliance should subscribe the \$1.00 (included above) to the A.T.A. Magazine.

LOCALS ORGANIZED

Banff	Vera E. Tollington.
Barons	K. P. Stewart
Bashaw	J. L. West.
Bellevue	Donald Grant, Hillcrest.
Bow Valley	Chas. C. Douglas, Carseland.
Blairmore	Miss V. J. Keith.
Brooks	Thos. Baillie.
Cadogan	Mrs. Jensen.
Calgary High	H. B. Love, Commercial High.
Calgary Normal	Miss D. McFadyen.
Calgary Public	Gladys Black, 524 13th Ave., E.
Camrose	C. R. Pearson.
Camrose Normal	Bessie Bell.
Camrose Staff	E. M. Burnett.
Canmore	Norman A. Wait.
Cardston	Miss Caroline Lee.
Castor	Miss Winnifred Fagan.
Chauvin	Miss Gloria Kingsley.
Chipman	M. A. Bettin.
Claresholm	I. J. Kain.
Coaldale	Miss Jennie King.
Coalhurst	Miss C. Morrissey.
Coleman	Miss M. Odell.
Consort	Miss C. E. Heaton.
Crossfield	Miss M. A. McIsaac.
Crows' Nest	Miss B. C. Sellon.
Daysland	J. E. Simpson.
Delia	Miss A. M. Lienhart.
Drumheller	A. J. Heywood.
Edgerton	W. Rogers.
Edmonton High	C. S. Edwards, 10417 Saskatchewan Dr.
Edmonton Separate	P. Moher, 8632 108th St.
Edmonton Public	W. Wees, 11044 86th Ave.
Edson	Miss Louise M. Keen.
Fort Saskatchewan	A. J. Powell.
Grande Prairie	Mr. E. Foy.
Hay Lake	Miss O. Henrickson.
Hillcrest	Miss B. C. Sellon.
Holden	A. Aldridge.
Irma	Miss B. E. Schon.
Kingman	O. P. Thomas.
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Lethbridge High	G. L. Wilson.
Lethbridge Public	P. S. Collins, 1740 7th Ave. N.
Magrath	Grant G. Woolley.
Medicine Hat Public	Miss H. B. Fisher, 112 First St.
Medicine Hat High	E. J. Thorlakson.
Mundare	Miss Nellie Miskew.
Okotoks	Miss B. E. Wilson.
Oyen	Miss H. Peterson.
Pincher Creek	Miss Leona Cudhea.
Ponoka	Henry G. Laycock.
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Radway Centre	Everett B. Ooley, Egremont
Raymond	Jno. H. Blackmore.
Rumsey	J. A. Richardson.
Smoky Lake	Miss P. Nemirsky.
Sexsmith	Miss Temple Crawford.
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Three Hills	Miss Austin.
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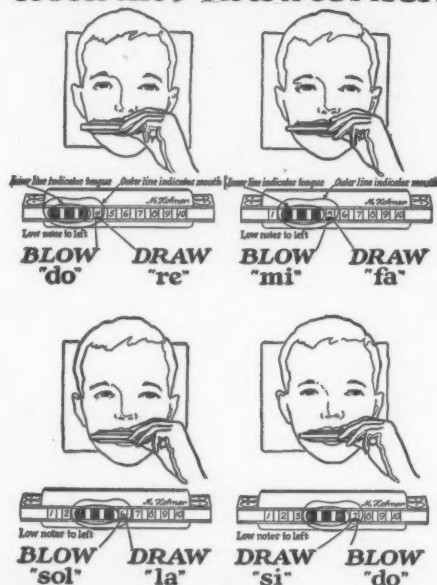
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NOMINATIONS FOR ELECTION OF THE EXECUTIVE (1926-27):

The following positions will be vacant at Easter: President, Vice-President, and the District Representative for each of the following geographic divisions: City of Calgary, City of Edmonton, Northern Alberta, Southeastern Alberta, Southwestern Alberta.

PRESIDENT: Nominations for the office of President are, according to the provisions of the Constitution, restricted to members of the Alliance who have had previous experience on the Provincial Executive; therefore, the following are eligible for nomination by any Local for election to the office of President:

W. S. Brodie, Lethbridge.
J. T. Cuyler, Medicine Hat.
Miss K. Chegwin, Edmonton.
Miss R. J. Coutts, Calgary.
R. H. Dobson, Edmonton.
Miss M. J. Goudie, Medicine Hat.
H. Leonard Humphreys, Edmonton.
F. D. B. Johnson, Calgary.
C. E. Leppard, Calgary.
Jas. McCrea, Vegreville.
G. D. Misener, Edmonton.
H. C. Newland, Edmonton.
C. E. Peaseley, Medicine Hat.
F. Parker, Calgary.
Claude Robinson, Camrose.
J. M. Roxburgh, Edmonton.
C. Riley, Medicine Hat.
W. W. Scott, Calgary.
H. E. Smith, Calgary.
J. E. Somerville, Edmonton.
Jno. Stevenson, Pincher Creek.
K. P. Stewart, Barons.
T. E. A. Stanley, Calgary.
D. M. Sullivan, Medicine Hat.
Miss M. B. Tier, Calgary.
A. Waite, Edmonton.
Golden L. Woolf, Cardston.
Miss Ada I. Wright, Vegreville.

VICE-PRESIDENT:

Any member of the Alliance is eligible for nomination for office of Vice-President.

DISTRICT REPRESENTATIVES:

Calgary: Any member of a Calgary Local is eligible for nomination.

Edmonton: Any member of an Edmonton Local is eligible for nomination.

Northern Alberta: In order to be eligible for nomination, a member must be located in the Northern Alberta Constituency. This Constituency includes the following Parliamentary subdivisions: Red Deer, Leduc, Ponoka, Wetaskiwin, Stony Plain, Edson, South Edmonton, Vegreville, Vermilion, Alexandra, and all North.

Southwestern Alberta: In order to be eligible for nomination, a member must be located in one of the following Parliamentary subdivisions: Innisfail, Olds, Didsbury, Cochrane, N. and S. Calgary (outside the city limits), Rocky Mountain, Gleichen, Okotoks, High River, Nanton, Little Bow, Claresholm, Lethbridge, McLeod, Pincher Creek, Cardston (including all towns along the C.P.R. line from Lethbridge to Cardston).

Southeastern Alberta: In order to be eligible for nomination, a member must be located in one of the following Parliamentary subdivisions: Camrose, Sedgewick, Wainwright, Ribstone, Stettler, Coronation, Hand Hills, Acadia, Bow Valley, Redcliff, Medicine Hat, Warner, Taber (excluding all towns along the C.P.R. from Lethbridge to Cardston).

HOW TO NOMINATE.

In order to nominate a member for election to office in the Provincial Executive the following procedure is necessary:

Any member in a Local may suggest that the Local nominate a particular individual for election to office, and if the

majority of the local approve, the Secretary-Treasurer is required to send an official notification of this nomination to the General Secretary-Treasurer.

Every local has the privilege of nominating three persons—one for the office of the President from amongst the list given above; one for the office of Vice-President from the Province at large; one for the office of District Representative, the members eligible for nomination being restricted as above.

RESOLUTIONS FOR THE ANNUAL GENERAL MEETING.

In order that any Local may bring up a question for consideration at the Annual General Meeting a similar procedure is required as in the case of nominations for election of members for the Provincial Executive; that is to say, a member in good standing in the local must introduce a resolution, have this resolution passed by a majority vote, and on the authority of the vote of the members, send the resolution to the General Secretary-Treasurer, who will see that this resolution is placed on the agenda of business for consideration at the Annual General Meeting.

COLLECTION OF FEES.

Between now and the time of the Annual General Meeting the only possible method of extending the work of the Alliance will be through the aggressive work of Locals and by correspondence from Head Office. Correspondence is the most unsatisfactory method of doing this kind of work, for it is the "personal touch" which counts most. The Executive therefore makes a very urgent appeal for energy, concentration and loyalty on the part of the Locals. Our financial year closes on March 31, and Locals are asked to keep this date particularly in mind, so that every possible membership fee may be forwarded on or before that date. The tide seems to have turned at last, salaries in the rural districts have now reached rock-bottom level; the situation has been saved by the Alliance in the cities; recent successes in the Law Courts have added greatly to the prestige of the A.T.A., and all that is now required is energy, optimism and a bumper roster of membership.

Canadian Teachers' Federation Convention

THE Annual Convention of the Canadian Teachers' Federation will be held in Charlottetown, P.E.I., August 3rd to 6th. It is expected that a teachers' special will leave Winnipeg about eight days' previous to the opening of the convention. Stops of at last twelve daylight hours will be made at Toronto, Ottawa, Montreal and Quebec, with shorter stops at other places of interest, arriving at the convention city the day before the opening session. Receptions and drives will be planned for the longer stops. Eastern teachers will be our guides to points of special interest. Transportation, dining car and Pullman car service, Winnipeg to Charlottetown; and transportation, Charlottetown to Winnipeg, will cost in the neighborhood of \$165.00.

Side trips and return routings will be at the option of the individual tourist.

Will all who are interested, and who may spend a part of their vacation in this way, write the Secretary of the Canadian Teachers' Federation at 403 McIntyre Block, Winnipeg, and indicate which of the two transcontinental routes is preferred? When a few more of the questionnaires printed in the December *Teacher*, and again in this number, are returned, the committee will be able to decide on the route and take the next step. If our teachers will respond to this appeal and give the committee the desired information a definite tour will be outlined and reservations may then be made. We would like to have our plans laid before Easter so that reservations may be made at that time.

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